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ABSTRACT

This handbook was developed to provide practical examples of how to incorporate a multicultural emphasis into the school curriculum. Parts I, II, and III divide suggested activities by grade level: preschool-kindergarten, primary, middle elementary, and junior high school. Part I provides examples of how ethnic studies can be implemented into the curriculum. Methods for increasing awareness of and sensitivity to cultural differences are presented in Part II. The focus of Part III is on decision making strategies for value clarification in a multicultural curriculum. A guide to resources for multicultural education in Illinois is provided in Part IV. Part V presents guidelines for evaluating and selecting instructional materials. Part VI presents checklists to assist in the development of policies and practices for multiethnic education. Definitions of key terms used in the handbook are appended. (MK)

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PLANNING FOR ETHNIC EDUCATION:
A Handbook for Planned Change

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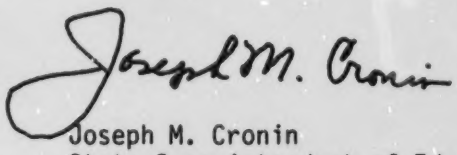
FOREWORD

The current recognition of the special needs of ethnic and minority groups in America has focused new attention on the need for techniques in teaching multicultural education. With the implementation of the curricular concepts, strategies and resources provided in this handbook, schools can create an environment where the full potential of a multicultural program can be realized.

This handbook, prepared by Rita Dee, Manager of the Urban and Ethnic Education Section, was developed to provide practical examples of how to teach the role and contributions of the diverse cultural groups which make up our nation. The activities and suggestions are relevant for both school and community personnel. Parents, students, administrators and teachers can become more culturally aware and acquire the skills to cope with ethnic and racial differences. As well, they can appreciate their own and others' rich cultural heritage through incorporating ethnic studies into the curriculum.



Joseph M. Cronin
State Superintendent of Education

INTRODUCTION

The students in Illinois schools represent one of the most diverse ethnic and racial populations of any state in our nation. The Chicago Metropolitan area alone has over eighty different ethnic groups that identify with an agency or program organized to meet cultural needs. Although the size and mix of national origin groups varies, concern for cultural heritage is present statewide among parents and educators alike - in rural as well as urban and suburban areas.

This handbook is intended to provide assistance to school district personnel as well as parents and other members of the community in planning a multicultural curriculum. The mandate for addressing ethnic education comes from two sources: The School Code of Illinois and State Board Document #1. The State Board of Education in its Goals Statement provides the rationale for multicultural education:

> "What is a high quality, fully integrated system? The Board believes it is one in which there is accountability for the resources allocated for education. It is one in which all persons, regardless of race, creed, sex, ethnic origin, age, or handicap, have equal opportunity and can work harmoniously together. It is one in which segregated pockets are eliminated and it is a system which provides multicultural programs which are based on the ethnic heritages of our people. Further, such a system is one in which the educational program is balanced and comprehensive, where each program area is given full attention.
>
> A high-quality, fully integrated system must provide a setting that accepts all students as equal in terms of individual worth and dignity, while at the same time recognizing and respecting individual differences and providing for them in the instructional program. The system then gives each child a chance to develop to his or her maximum capacity by recognizing the power of motivation for effective learning-motivation of the learner. Curriculum should reflect this and the total setting should be positive, encouraging development of good interpersonal relationships." (The State Board Goals Statement Revised Document, 1978, p.3.)

The Illinois School Code, Section 27.21 requires that:

> "The teaching of history shall include a study of the role and contributions of American Negroes and other ethnic groups, including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French, Scots, etc., in the history of this country and state."

The State Board Document #1, Chapter IV, interpreting the School Code in Chapter IV, 2.4 states that - Every school district shall:

a. Provide curricula and staff inservice training to help elminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

b. Include in its instructional program concepts which are designed to improve students' understanding and relationships between individuals and groups of different ages, sexes, races, national origins, religious and socio-economic backgrounds.

Chapter IV, 2.23 reads:

Social Studies and History:

Each school system shall provide history and social studies courses which do the following: analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related, and presently do relate, in actual practice in our world. The teaching of history of the United States shall include a study of the role and contributions of ethnic groups in the history of this country and the state (Section 27-21 of The School Code of Illinois).

The reader is encouraged to use this handbook in working toward the implementation of the above policies. It is recommended that multicultural instructional materials be included in the established curriculum, as opposed to supplementary or enrichment material above. For this reason the examples provided serve as models for incorporating ethnic content from a multidisciplinary approach.

PART I

IMPLEMENTING ETHNIC STUDIES INTO THE CURRICULUM

A. Suggested Learning Activities

B. A Model Unit

C. Three Approaches to Improvement
Illinois School Code Requirement 27:21

A. Suggested Learning Activities

The following suggested learning activities are included to provide examples of how instructional activities can make explicit the multicultural dimensions of our society. The experiences are structured to bring out concepts, attitudes, and skills which may be lacking in the core curriculum. The examples cut across all subject areas, emphasizing the multidisciplinary nature of a multicultural curriculum. There is some division of grade level so as to introduce techniques of incorporating ethnic content at all levels in the curriculum.

I. Pre-School Through Kindergarten

Emphasis: To Develop positive self-image and awareness of likenesses and differences.

(a) Dolls

Development of a positive self-image may be reinforced by use of Indian, Hispanic, Black, White Ethnic and Asian dolls. As the child plays with the doll, not only will he/she obtain a more realistic image of himself/herself as a "father/mother" but he/she will feel an identification with all fathers/mothers and all people in a very positive and acceptable way. The white child will also have an opportunity to know and "love" a doll of another color. In an atmosphere of love and acceptance, all are appreciated.

(b) Cameras

Every teacher would profit from use of a camera in the classroom. No pictures will stimulate conversation like pictures of ourselves. When the pictures are projected on the screen with an opaque projector or mounted on a chart, children will begin to talk, not only about themselves, but about their families and neighborhoods. Such discussions can form the beginnings of an "Our Community" book to which pictures can be added of people of the community and stories of class field trips. Family pictures are an excellent stimulus to discussion of ethnic background. Too, pictures from travel excursions are helpful.

(c) Holidays

Holidays provide a wonderful and natural way to introduce children to the concept of the pluralistic nature of our society. Celebration of Cinco de Mayo, Columbus Day, Martin Luther King Day, Malcolm X Day, as well as Indian Day and Copernicus Day, etc. may supplement the normal emphasis given to understanding ethnics throughout the total curriculum.

(d) Music

Music and rhythms may be not only used for developing auditory discrimination skills, but may provide excellent opportunities to note the contributions of various cultures to music. Children may be introduced to the instruments used to accompany the song and dance. Stories about ethnic composers and musicians may be used as a part of the Story Hour. Pictures of performing artists may adorn the room. With the popularity of children's educational television programs such as Sesame Street, Mr. Rogers, etc., children learn from the records produced by these shows. You may wish to use the record from Sesame Street which deals with differences, prejudices, and self-esteem. The Mr. Rogers record deals with getting along with your neighbor, being helpful, and building a good self-concept. (Also, see Inter-Ethnic Music-Rhythm, The Pulse of Humanity, a curriculum and resource manual, published by the Illinois State Board of Education, Urban and Ethnic Education Section.)

(e) Language Development

Puppetry and choral speaking can help to set children who are hesitant or afraid at ease. Puppets can speak for students if they are too shy to speak for themselves. In choral speaking, everyone can take part so no one child feels that he or she is different. Young children might enjoy learning Paul Lawrence Dunbar's "Dawn"; or David W. Cannons' "Pigment"; and there are many poems written by black poets especially for young children. Anthologies of children's writings such as "The Me Nobody Knows," edited by Stephen M. Joseph, provides material which young and old alike enjoy.

II. Primary Grades

A. Disciplines

(1) Reading

Multi-ethnic story books, multi-ethnic readers and original stories of family cultural experiences can teach the role and contributions of past and present figures in history while teaching reading skills.

(2) Oral Language

Oral language is improved through show-n-tell encouraging family heritage stories, original poetry in dialect, flannel board figures from multi-ethnic books/magazines, pictures, puppets, dramatization, children's TV (Sesame Street, Zoom), and ethnic TV programs, such as Good Times. Parents and grandparents are encouraged to "team" with children to

emphasize the community nature of multi-cultural education.

(3) Social Studies

(a) In the Primary Grades there is emphasis upon national celebrations, and we recommend that Frederick Douglass be studied as part of the Lincoln celebrations. On Veterans Day the role of the black soldiers in all of America's battles should be taught. The last Friday in September is National American Indian Day. The role and contributions of Native Americans can be highlighted to attempt to correct stereotyping as well as increase knowledge of the contributions of Indians in Illinois history.

(b) During the emphasis upon community helpers, ethnics and minorities should be included by the utilization of bulletin board material which incorporates both boys and girls, men and women. It is suggested that schools in the district subscribe to ethnic magazines and ethnic newspapers, so that these materials can provide stories and pictures for bulletin board displays. Multi-cultural kits are now available commercially for social studies and language arts.

(c) A study of Our Neighbors must also include pictures and emphasis upon men, women, and children of all cultures, racial/ethnic groups. Resources in the school community are available in the form of parents, grandparents, community organizations and ethnic groups to be speakers and conduct field trips.

B. Interdisciplinary Activities

Discovering Me: Positive human relations begin with a sense of self, self-respect, and self-worth. The following activities increase self-confidence.

a. TEE VEE ME

Take your students out of the audience and onto TV. Cut a TV screen-shaped hole in a large sheet of paper. Add a channel knob by fastening cardboard discs. Print numbers on the disc to indicate channels. Tape the paper to a mirror and you've got a color TV set. Keep costumes and puppets nearby. The students can change costumes as they change programs.

b. NOW ME

Supply each child with a sheet of paper large enough to trace the child's entire body. Have partners trace each other. Each child must color in his or her body and facial expressions. Display when finished. Encourage discussion about each child's feelings about his or her NOW ME. Let the child discuss also how he or she used to be, how he or she will be. Encourage awareness of the variety and richness of differences in the group.

(4) ME IN THE MIRROR

Have children go up to a mirror and make themselves into various shapes, animals, or grownups. Encourage different body and facial expressions. Other children must keep their thoughts quiet until c the child is ready to discuss what he or she sees. Again, highlight the effect of differences and how they add "color" and variety to life.

(5) ME-IN-THE-BOX

STEP 1 - The students and teachers are asked to bring in a small box, (e.g., a shoe box, cigar box, etc.) containing items which tell the class something about the student, (e.g., pictures of the family, favorite toy, lucky coin, etc.). This exercise should be conducted over several sessions to insure that each child participates.

STEP 2 - Point out specific cultural differences if they emerge; or, present your own with a cultural twist when the students share the contents of their boxes with the class.

STEP 3 - All the boxes with names on them should be displayed for viewing by students and visitors (a picture of the student attached to the box will enhance the activity).

(6) PERSONAL COAT-OF-ARMS

Spirit-duplicated copies of a blank coat-of-arms can be prepared for the students to fill in. Coats-of-arms should be backed with cardboard for greater strength. The size of the coat-of-arms is optional. A larger-sized coat-of-arms will necessitate single cutouts from, for example, shirtbacks or other cardboard material.

Topics for Coats-of-Arms

STEP 1 - Teacher takes individual pictures of students in impromptu classroom situations.

STEP 2 - Mount pictures on colored construction paper.

STEP 3 - Picture is pasted to coat-of-arms at one of four positions.

STEP 4 - Have students draw (or paste illustration of) pictorial answers to the following suggestions in the remaining spaces of the coat-of-arms:

(a) My favorite color
(b) My favorite animal
(c) Things that make me most happy
(d) Things I like to play with most
(e) Things that are most important to me
(f) Student's initials

STEP 5 - Punch holes in the corners of the coat-of-arms, attach yarn, and let students wear them suspended from their necks while explaining them to class individually.

STEP 6 - Display coats-of-arms on walls.

Note: Teacher should make personal coat-of-arms and display in class to enhance activity. (based on strategy #47 of Simon, Sidney B., et al., Values Clarifications: A Handbook of Practical Strategies for Teachers and Students. N.Y.: Hart Publishing Co., Inc., 1972)

(7) DIFFERENCES AND SIMILARITIES

STEP 1 - Teacher shows pictures of many types of people from magazines, newspapers, and posters.

STEP 2 - After holding up the pictures, have the students discuss similarities and differences that are evident in the pictures. (When presenting pictures that show emotion and moods, be careful not to stereotype the behavior of a group of people. For example: having all pictures of Blacks as "happy-go-lucky"; Polish Americans doing the polka; Italian Americans as gangsters, etc.).

(8) SCRAPBOOK

STEP 1 - Students cut out pictures from magazines and newspapers that show similarities and differences of people, and paste them in a scrapbook.

STEP 2 - Have the students discuss similarities and differences that are in their scrapbooks.

STEP 3 - Students exchange scrapbooks with a classmate and discuss the contents of the book between themselves.

STEP 4 - Display the scrapbooks around the room for the other students and visitors to see.

III. MIDDLE GRADES

The middle grades begin to deal in a more formal way with multicultural content in the Social Studies. This is the time we need to examine the established curriculum for distortions and stereotypes.

In addition to evaluation of texts for racial bias, analysis of text for inclusion of groups representative of those that make up American society can be conducted as a class project. Beginning with the acknowledgement of ethnic/racial composition of the classroom, students can learn about these and other groups that make up the community, city, nation and world.

Further, to incorporate ethnic content into whatever course is under study include the following interdisciplinary activities:

SUGGESTED ACTIVITIES

1. Language, Homeroom Period:

   Read ethnic folktales to the class. Have students answer questions about folktales, identifying unique cultural values and customs.

2. Social Studies:

   a. Map study: Use the maps to show the major countries of origin of classmates. Students may read about one particular country and report on it. Reports may be made in the form of:

      Dramatizations
      Tours
      Pictures
      Reports
      Written reports, etc.

b. Timelines

Make a timeline with special emphasis on birthdates of famous Americans from various backgrounds during the segment of history under study.

c. Make travel ads or posters to encourage further study and reports, and/or vacations.

d. Make a chart comparing the history of our country's discovery, exploration, revolution, and independence to that of another country. What is similar about their histories?

e. Develop a bulletin board display about contemporary ethnic issues from recent periodicals and newspapers, e.g. "the Longest Walk" of Native Americans, NBC being sued for Polish jokes, the Bakke decision, etc..

f. Study different ethnic newspapers. (Compare editorials, want ads, features, etc.)

a. Drover's Journal (Stockyard Community)
b. The New World (Catholic)
c. Daily Defender (Black)
d. Muhammad Speaks
e. The Polish Daily
f. Other

g. Study churches and their relationship to ethnicity.

a. Weekly bulletins (what is important to members of the church)
b. Fiscal reports (how rich each was--what are their objectives, activities)
c. Commemorative albums (shows which ethnic group is prominent)
d. Attendance rolls

h. Study Schools

a. Yearbook--changing racial composition
b. Grade slips (shows change of status of ethnic group)
c. Languages offered

i. Labor unions

a. Records (what ethnic group is strong in a particular union)
b. Payrolls (which ethnic groups are strongest as leaders, foremen)

j. Ethnic politics

a. Check voting records (neighborhoods that are one ethnic group--block voting?)
b. Use of census materials

k. Study culture

a. Local business (which ethnic group owns the local business?)
b. Restaurants
c. Museums (Lithuanian, Polish, Black, Chinese, Jewish, etc.)
d. Theaters (Spanish movies, French, Italian, German)
e. Libraries
f. Pawn shops

l. Discussion of ethnic T.V. programs and their popularity

a. All in the Family (Archie Bunker--a hero?--why, why not)
b. Amos and Andy (typical, stereotype? Why was it liked by both blacks and whites? Why disliked now by blacks?)
c. Sanford and Son
d. Julia (why it failed for blacks)
e. Good Times
f. Chico and the Man
g. Jeffersons
h. Other

The Middle Grades are the time when identity and role in a group are emerging issues. Activities which enhance self pride and build acceptance of others who are different can include the following activities.

MULTIDISCIPLINARY ACTIVITIES FOR THE MIDDLE GRADES

1. Have children do an "I'm Important - I'm Alive" collage using magazine pictures and words and anything else they feel relates to who they are.

Students may want to include favorites such as people, sports, foods, animals, colors, careers, etc..

Write a poem or story to mount with collage.

2. Pantomime

Pantomime activity of what a student likes to do or what he/she can do well. (a) Does child realize his or her value? (b) Is pantomime positive or negative? (c) What

other characteristics can be brought out by you or the group?

3. Class Profile

STEP 1 - The teacher divides the class into categories by directing students from place to place on the basis of the following differences:

Physical Differences	Differences in Housing	Clothing Differences
A. Sex	A. Single dwelling	A. Sweaters
B. Eye color	B. Apartment building	B. Sneakers
C. Height		C. Hats
D. Hand dominance		

STEP 2 - After directing the students from place to place, ask the following questions:

A. In what way are our needs the same?
B. In what way are our needs different?
C. What would it be like if we were all the same?

4. Cartoon Skits

STEP 1 - Teacher should select a cartoon that deals with the problem of prejudice and have several copies made. Study the cartoon's message.

STEP 2 - Encourage several students to volunteer for a skit based on the cartoon.

STEP 3 - Each student in the skit receives one cartoon for his or her script and proceeds to act out one of the characters.

(The teacher should have the activity be inter-ethnic; therefore, a white student can play the role of a black, an Asian American can play the role of a Polish American, A Slav can play the role of a Chicano, etc.)

5. Interview - "Getting To Know Each Other's Name"

Students interview one other student for five minutes and then introduce that student to the group, based on the information gleaned during the experience, including: (1) What's my name? First, middle and last. What does it mean to me? Positive? Negative? Would I rather have another name? Yes? No? If so, what name? Why? Who were you named after? Break into groups of four and discuss. (2) What does my name mean to me?

6. Puzzle

Using a multi-ethnic picture from a magazine, cut up in puzzle-shaped pieces and give out pieces to students. The completed design (6-8 pieces) forms a group. They could discuss the picture in the newly formed group.

7. Sign-Sandwich Board

Draw a picture that tells something about yourself. Include in the picture some things you'd like others to know about you; i.e., your interests, jobs around the house, family, sports, etc. Wear it on a piece of masking tape or yarn.

IV. JUNIOR HIGH GRADES

The Junior High School curriculum affords extensive opportunity for analysis of issues and problem solving in the area of multicultural content, skills, and attitudes.

The following section provides a variety of activities that provoke discussion commensurate with the maturity of the junior high school student. (See the Decision-making and Strategies for Value Clarification Section of this publication for additional activities.)

1. Public Interview

STEP 1 - Teacher asks for volunteers who would like to be interviewed publicly about some of their attitudes and actions.

STEP 2 - The teacher explains to the students that they will be asked a few questions concerning their attitudes and actions, and that they must reply honestly. Student has option of passing if so inclined. (It would place the students at ease to point out that answers would not be held against them).

List of Possible Questions

A. Do you enjoy playing with different types of people? Why?

B. Did you ever make fun of someone? How? Why?

C. Did you ever keep individuals out of a game because you didn't like them? Why? (If the answer is Yes, ask the student how they kept them out).

(Based on strategy #12 of Simon, Sidney B., et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, N.Y.: Hart Publishing Co., Inc., 1972)

2. Class Advertising Campaign

STEP 1 - The teacher discusses the nature of prejudice with the students and its effect on people.

STEP 2 - The teacher explores with the students possible projects for increasing the awareness of people. For example, the class could come up with a slogan such as "People are the same" and paint it on a large cardboard and hang it on the blackboard.

3. White Soul

In culturally homogeneous groups, draw the group's conception (this is a group task) of what White Soul would be.

4. Response to Music

Divide groups into five or six students. Play one or two records: e.g. Simon and Garfunkel's "Bridge Over Troubled Water," the Temptations' 'Ungena Za Ulimwengo" ("Unite the World") or the Impressions' "Choice of Color." Have individual members of the small groups respond to these by drawing their responses on newsprint, by physical body movement done by individuals, etc. Share responses and react to them.

C. Three Approaches to Implementing the Illinois School Code Requirement 27:21

Section 27.21 of the Illinois School Code states that the teaching of history shall include the study of the role and contributions of American blacks and other ethnic groups in all public schools in Illinois. It does not specifically describe responsibility for grade level, scope or sequence of content, time allotment, choice of materials, actual course content, or methods of teaching. These are to be decided at the local school district level. However, the intent of the law is clear...the role and contributions of ethnic groups must be taught; compliance must be achieved by grade eight; and each local school district is accountable for implementation of the requirements contained in State Board Document I (See overview).

Teaching the role and contributions of the many cultural groups in American society can be accomplished through at least three approaches:

1. special unit
2. separate course of study
3. incorporating ethnic content into the established curriculum.

Improved technology, that is, the availability of alternatives in teaching methods, affords a variety of methods for all three approaches. Team teaching, instructional materials, resource centers with emphasis on independent study, individualized instruction, multimedia approaches, programmed instruction, modular scheduling, mini-

courses, and other innovations contribute to successful outcomes in multicultural education.

Availability of resources, the variance and complexity of needs of each school district, staff competencies, and building facilities are all factors which will determine the approach which tends to greater efficiency and effective implementation.

B. A MODEL UNIT

The following pages include a sample curriculum unit in social studies developed by Karen Lee, Dorris Pickens, and Lillian Whitmore of Evanston Elementary School District 65 in collaboration with the Institute of Program Development in Equal Education Opportunity, National College of Education. It is entitled "A Multi-Media Interdisciplinary Unit for Middle and Upper Grades: Third World Peoples in America." It is best described by its authors in the unit description which follows.

A MULTI-MEDIA INTERDISCIPLINARY UNIT FOR MIDDLE AND UPPER GRADES

THIRD WORLD PEOPLES IN AMERICA

I. Unit Description

This unit is an example of a multi-media, interdisciplinary approach to introduce students to the histories and cultures of the following groups of Third World Peoples in America: Native Americans, Spanish-speaking Americans, Asian-Americans and Black Americans.

Since a majority of texts and other materials used in our schools still present a largely white, Protestant, Anglo-Saxon, view of history, the culture, contributions, and problems of Third World peoples are still to a large extent neglected or insufficiently presented to counteract the stereotypes that have been transmitted down through history.

It is the contention of the writers of this unit that the United States is where it is today because of the richly diversified heritage of its pluralistic citizenry; a heritage that the United States has appropriated, and manipulated to its own advantage.

This unit has certain limitations in that it was not designed to be a complete course of study of Third World peoples. Its purpose is to complement United States history courses. Materials and activities included may be used for grades 4-8.

It is our hope that the disciplines of social studies, language arts, home economics, and art will work together for the effective implementation of this unit.

II. Objectives

A. To help students understand and appreciate the history and culture of Third World people.

B. To help students identify and analyze the present situation of Third World peoples.

C. To help students synthesize acquired information and make projections for the future.

D. To provide a vehicle through which students and parents may expose the school community to certain aspects of Third World cultures.

III. Discussion Questions and Activities

A. The following discussion questions and activities will help students understand Third World histories and cultures:

1. What is meant by Third World peoples?

2. How did this concept originate?
   Activity A: Third World Simulation Game
   Activity B: Third World Scrapbook

3. What percentage of the world's population is Third World?
   Activity C: Pie Graph

4. For what reasons did certain groups of Third World people come to America?
   Activity D: Map work--trace place of departure of each group

5. What contributions have these groups made?
   Activity E: Contributors' Tree
   Activity F: Heroes List

6. What stereotypes of Third World people have been transmitted down through history?
   Activity G: Stereotypes List

7. What are some of the things that can be done to counteract these stereotypes?
   Activity H: Fishbowl Discussion

8. What are some of the differences between the culture, values, and historical background of Native Americans, Asian-Americans, Spanish-speaking Americans, and Black Americans?
   Activity I: Third World Dictionary

9. What are some of the similarities between these groups?
   Activity J: Construct Collages

10. What does clothing tell about the culture of a group?

11. What factors influence the type of dress of different people?
    Activity K: Students may make ethnic dolls

12. What factors determine the basic foods that are characteristic of certain cultures?
    Activity L: Ethnic Cookbook
    Activity M: Bake ethnic dishes in cooking class

13. Do you feel that the materials presented represent a true picture of Third World Peoples? Why or why not?

B. The following are questions and activities to help students identify present problems and concerns of Third World peoples:

1. Have Third World peoples, to a large extent, been able to become assimilated into the mainstream of American society, yet maintain their own identity? Why or why not?
   Activity N: List of ten common problems
   Activity O: Write songs or poems
   Activity P: Complete the statement

2. What are some of the things being done to help eliminate these problems?

3. Who are some of the current leaders of Third World movements in the United States today?

Activity Q: Name Association
Activity R: Writing biographies

4. What are some of the differences between philosophies and goals of these groups?

5. What is the political status of Third World peoples?

6. Are they represented fairly in our federal government?
Activity S: Seats of Power

7. Why is it important for Third World peoples to form an alliance?
Activity T: Simulation Game-Culture Contact
Activity U: Taking a Stand

8. What additional areas do we need to explore?

C. Following are activities to help students synthesize information and make projections for the future:

Activity V: Design an ideal community
Activity W: Design an ideal school
Activity X: Make crossword puzzles

D. The following activity is a means through which students and parents may expose the school community to aspects of Third World Cultures:

Activity Y: Ethnic Fair

IV. Description of Suggested Activities and Exercises

A. Third World Simulation Game (minimum time: two periods). The purpose of this game is to help students understand the concept of Third World.

1. Directions

a. Divide the class into three groups.
b. Groups one and two should be small groups with an equal number of students.
c. Group three should be the largest group with a majority of the class.
d. Groups one and two should be given all the privileges in the room: making decisions, handing out materials, establishing criteria, and participating in discussions.
e. All communication and interaction is between groups one and two, and from one and two to group three.
f. Group three may only interact and make decisions within their own group.
g. Dissolve groups at the beginning of second period.

2. Discussion (Second Period)

a. How did it feel to be a member of group three?
b. What feelings and reactions did you have toward groups one and two?
c. Why do you feel group three was not able to participate in classroom activities?
d. How did it feel to be a member of group one or two?
e. What feelings did you have toward group three?
f. What was the purpose of this activity?
g. Does it resemble any situation in our real society?

3. Teacher Input and Rationale for Activity

B. Third World Scrapbook (Ongoing Project)

Students may compose a Third World scrapbook using pictures from old books or magazines, or draw illustrations. This scrapbook may be divided into three parts: historical background and culture, current problems and concerns, and projections for the future.

C. Pie Graph (minimum time: one period)

Using an atlas or current almanac, students may find the population statistics of Third World peoples in the United States. After finding the statistics, construct a pie graph showing the percentage of the United States population each group represents.

D. Map Work (minimum time: 1/2 period)

Give each student a map of the world and then help the student identify the original country of certain Third World groups.

E. Contributor's Tree (Ongoing Project)

The purpose of this activity is to help students develop an awareness of the contributions all groups have made to the development of the American society.

1. Directions

a. Cut a large tree pattern from construction paper and place the tree on a display board.
b. Have available several pieces of string or yarn, and 3X5 cards with names of occupations written on each.
c. When students find information about a famous Third World person in a certain occupation, write his or her name and a short statement concerning the contribution of the person on the proper 3X5 card.

F. Heroes List

1. Discussion

a. Ask participants to name three Third World heroes, using their personal definition of hero.

b. They should jot names down individually.
c. Participants should be asked to be prepared to speak briefly in support of their choices.
d. Ask participants to submit their names.
e. Build a master list, recording frequency when names appear more than once.
f. Make this list available to students.

G. Stereotype List (minimum time: one period)

Have each student make a list of stereotypes he or she has heard about certain Third World peoples. Ask students to keep the list for future use.

H. Fishbowl Stereotype Discussion (minimum time: one period)

The purpose of this activity is to share the stereotypes lists.

1. Directions

a. A portion of the group sits in a center circle, with the rest of the group sitting around.
b. The center group participants will discuss the stereotypes on their lists with the outside group listening but not speaking.
c. After a given amount of time, the process stops and the entire group may react to what was discussed.

I. Third World Dictionary (Ongoing Project)

Students may compile a dictionary consisting of words that are peculiar to the Third World Cultures. Keep a note of new words learned daily and define them. Near the end of the unit organize these words and definitions in dictionary form.

J. Making Collages (minimum time: one period)

Using pictures from old books or magazines, students may make collages depicting the similarities or differences between certain aspects of Third World cultures.

K. Ethnic Dolls (Ongoing Activity)

Students may make ethnic dolls from pieces of scrap materials. This activity should be implemented in the sewing class.

L. Ethnic Cookbook (Continuous Project)

The compiling of an ethnic cookbook is a major project designed to involve students, parents, and teachers working together in a cooperative effort. Recipes to be included in the cookbook may be contributed by all participants. When this project is completed, it may be used for fund raising. This project should be emphasized in the Foods Department.

The art class may become involved in this project by sponsoring a cover designing contest. The industrial arts class may assist in the binding of the book.

M. Baking Ethnic Dishes (Continuous)

Students may bake dishes that are characteristic of Third World cultures in their food and nutrition class.

N. Listing Common Problems (minimum time: one period)

Ask students to make a list of ten problems all Third World people have in common today. When students are finished, allow them to share their problems and discuss central themes.

O. Writing Songs and Poems (minimum time: two periods)

Those students who are creative writers may enjoy writing songs or poems illustrating problems that exist today. This activity may be related to language arts.

1. Collect the songs or poems and make copies of them.

2. Distribute songs to students and have a sing-along in class.

3. Distribute poems and do choral speaking as a class activity.

P. Being white, black, Native American, or _____ in America today is like _____.
(minimum time: one period)

1. Directions

   a. Write the above statement on the board.
   b. Ask students individually to list three or four feelings about each group which would complete the sentence.
   c. Divide the class into homogeneous groups as much as possible.
   d. Each group should choose a leader and discuss lists of individual members, finally forming a group list.

2. Discussion

   a. Have each group share its list with other groups.
   b. Seek out any common themes.

Q. Name Association Exercise (minimum time: one period)

Compile a list of names of Third World leaders and movements in the United States today. See if students can match the name of the person with the movement he or she is identified with.

R. Writing Biographies (minimum time: two periods)

Students may do research on their favorite Third World leader and write a biography of this person.

S. Seats of Power (minimum time: two periods)

Through research, discover what Third World peoples are presently holding key positions in the branches of our government. On a duplicated sheet list the following categories: Senators, Supreme Court Judges, Governors, U.S. Representatives, Mayors and Cabinet members.

T. Simulation Game: Culture Contact

The purpose of this game is to show how two cultures, one less technologically advanced than the other, come into contact with a more advanced system. The more advanced culture wishes to make use of the other culture's natural resources. This game could be expanded to show the necessity or the benefits of the less advanced culture to find other cultures like themselves being subjected to the same interference.

U. Taking a Stand (minimum time: one period)

Post five statements concerning the importance of Third World people forming an alliance around the room. Make your statements range between two extremes. Ask participants to do the following:

1. Choose a position you most agree with.

2. Discuss with your group why you selected the position you did.

3. Influence everyone to unite around a common position.

V. Design an Ideal Community (minimum time: three periods)

Students may use models of their choices. A written description must accompany the model.

W. Design an Ideal School (minimum time: three periods)

Same as V.

X. Crossword Puzzles (minimum time: two periods)

Students may make their own crossword puzzles using words and objectives used to describe their ideal school or community.

Y. Ethnic Fair (Evening Activity)

Students may sponsor an Ethnic Fair to culminate the unit and share with the school community aspects of Third World cultures. The Fair may consist of the following:

1. A display of students' projects.

    a. Scrapbooks.
    b. Dolls.
    c. Dictionary.

d. Collages.
e. Ideal Society Models.
f. Ideal School Models.

2. Game Room.

3. Ethnic Bake Sale.

4. Ethnic Cookbook Sale.

5. A Display of Traditional Dress or Third World Groups.

6. Short Films.

7. Song and Dance Groups

8. Parent Participation

The effective implementation of this activity will depend upon the full cooperation of teachers in all subject areas, as well as parents and students.

Proceeds from the fair will be used for a project of the students' choice.

V. A Bibliography of Media

The following media may be used to help students understand the histories, cultures, and present concerns of Third World peoples:

A. Native Americans

1. Films

a. Discovering American Indian Music. BFA Educational Films, 1972. 24 min. color El, Jh. The American Indian has a rich and varied musical tradition. In this film we see the songs and dances of tribes from various parts of the country perform in authentic costumes. We learn of the social and ceremonial functions of the music, and also find out something about how Indians live today. (A & B)*

b. Ballad of Crowfoot. Contemporary Films, 1968. 10 min. B & W Jh. "A collage of still pictures reveals a history that ends in outraged grief at the destruction of Indian culture and life." A folk-song provides the background for the pictures. (A)

c. Johnny From Fort Apache. Encyclopaedia Britannica, 1971. 15 min. El, Jh. This film demonstrates the problems a young Indian and his family encounter in the

* A means relating to objective A; B means relating to objective B; C means relating to objective C.

modern city today, and shows how they try to adjust to urban living. (B)

d. Indians of America: Home of the Brave. Pyramid Films, 1969. 3 min. color. Jh. A capsulized history of the Western Indian that traces the white settlers' advances leading to the dispossession of the Indians. (A)

e. Geronimo Jones. Learning Corporation of America, 1970. 21 min. color. El, Jh. Geronimo is a young Indian caught between two worlds--that of his grandfather, a descendant of the Apache chief Geronimo, and the world of his cousin, an astronomer who looks to the future. (A & B)

f. Indian Boy in Today's World. El, Jh. This film shows a contrast between a child's life on a reservation and a big city. (A & B)

2. Filmstrips

a. The Art of the North American Indian

b. The Art of the Southwest Indian

c. The American Indian: A Dispossessed People

d. American Indian Legends

3. Pictures and Slides

a. Picture story, study prints of American Indians.

b. Slide Presentation, Ramona Jones.

4. Books

a. Stember, Sol. Heroes of the American Indians. New York: Fleet Press, 1971.

b. Curtis, Natalie. The Indians Book: Songs and Legends of the American Indians. New York: Dover Publishing Co., 1968.

c. La Farge, Oliver. Indian Fairy Tales. Golden Press, 1960.

d. Brown, Dee. Bury My Heart at Wounded Knee. New York: Holt, Rinehart and Winston, 1970.

B. Asian-Americans

1. Films.

a. Land of Immigrants. Churchill Films, 1965. 16 min. color. El, Jh. This film points out how people of different national origins, creeds, and colors have come to America at different times and for varying reasons. This film is designed to show how the character, quality, and fabric of America has been molded. (A)

b. The Trouble With Chinatown. Produced by WNBC-TV. 26 min. color. Confronted by a massive wave of immigrants and a restless, westernized younger generation, many Chinese in New York are looking at their traditional isolation and trying to find ways to deal with new problems. (B)

c. Siu Mei Wong: Who Shall I Be? Learning Corporation of America. 1970. 15 min. color. El, Jh. A young Chinese girl in Los Angeles Chinatown wants to become a ballerina. When ballet lessons conflict with her Chinese education, a choice must be made. (Minimal dialogue is in Chinese, with subtitles.) (B)

2. Filmstrips

a. The Oriental Immigrant in America

b. Minorities: Japanese and Chinese

c. Japanese-American Relocation

C. Spanish-Speaking Americans

1. Films

a. Mexican Americans: Invisible Minority. Parts 1 and 2. National Broadcasting Co., 1969. 40 min. color. Jh. This film presents the problems of 5,000,000 Mexican Americans living in the southwest. (B)

b. Miguel: Up From Puerto Rico. Learning Corporation of America, 1970. 15 min. color. El, Jh. Miguel loses the money his mother has given him to buy a special fish for his father's birthday. He is dejected until he learns he can earn the money he needs by translating for Spanish-speaking customers at the neighborhood store. (B)

c. My Dog Is Lost. McGraw Hill Films, 1970. 10 min. color. P. Read by Harry Belafonte, this story dramatizes the problems of communication. Juanito, newly arrived from Puerto Rico and unable to speak English, loses his dog and tries to find him in New York City. (B)

d. Felipa: North of the Border. Learning Corporation of America, 1970. 16 min. color. El, Jh. A Mexican-American can get a job as a truck driver if he learns English and gets a driver's license. Felipa is determined to teach her uncle herself. When he fails the test, Felipa persuades the examiner to give her uncle a second chance. (B)

2. Filmstrips

a. Mexican Folktale: The Boy Who Could Do Anything.
b. Minorities Have Made America Great, Parts 1 and 2. Puerto Ricans and Chicanos.

3. Books

a. Huthmacher, Joseph. A Nation of Newcomers: Ethnic Minorities in American History. Delacorte, 1967.

b. Weiner, Sandra. Small Hands--Big Hands. Patheon Books, 1970.

c. Felch, Bob. Soy Chicano: I Am Mexican American. Creative Education Society, 1970.

d. Newlon and Mead. Famous Mexican-Americans. 1972.

D. Black Americans

1. Films

a. Of Black America. Film Associates, 1968. El, Jh. This is a series of eight black and white films, produced by CBS, presenting the history of black Americans and their contributions to the American society. These films deal with the feelings and attitudes of black people toward themselves and towards whites.

(1) Black History: Lost, Stolen and Strayed (A)

(2) The Black Soldier (A & B)

(3) Black World (A & B)

(4) Portrait in Black and White (A & B)

(5) The Heritage of Slavery (A)

(6) Body and Soul, Parts 1 and 2 (A & B)

(7) In Search of a Past (A)

b. Black Music in America. Learning Corporation of America. 38 min. color. El, Jh. The history of the black man's contributions to American music is traced in filmed performances of great black musicians. (A & B)

c. Black and White: Uptight. Bailey Films, 1969. 35 min. color. Jh. This film explores the myth that perpetuates prejudice against black people in our society and the subtle ways hate is learned. (A & B)

d. Hey Cab. King Broadcasting Co., 1970. 11 min. color. Jh. Based on actual experiences from Letters to a Black Boy, this film focuses on practical problems of racism: a black man needs a cab; the driver does not want to chance the ghetto at night. Who is right? And where does it stop?

2. Filmstrips

a. The Black Experience in the Arts

b. The Harlem Renaissance

3. Records

a. The Autobiography of Frederick Douglass. Folkways Records.

b. The Autobiography of W. E. B. DuBois. Folkways Records.

c. Anthology of Negro Poets. Arna Bontemps. Readings by: Langston Hughes, Sterling Brown, Claude McKay, Countee Cullen, Gwendolyn Brooks, and Margeret Walker.

4. Books

a. Bennett, Lerone. Before the Mayflower: A History of the Negro in America from 1619-1964. New York: MacMillan, 1966.

b. Franklin, John Hope. From Slavery to Freedom. New York: 1967.

c. McKinley, Burt. Black Inventors of America. National Book Co., 1969.

d. Hughes, Langston. Black Misery.

e. Sterling and Quarles. Lift Every Voice. Doubleday and Co., 1965.

VI. Evaluation

Before starting the activities of the unit, write the names of the Third World groups in the United States on the board:

Native American
Spanish-Speaking Americans
Asian Americans
Black Americans

Ask students to write their immediate responses and degree of knowledge of these groups.

Repeat the same activity when the unit is completed to observe the differences in responses.

NOTE: Teacher must save the pre-assignment records for a basis of comparison.

VII. Reference Books for Teachers

A. Simon, Howe, and Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

B. Brown, George Isaac. Human Teaching for Human Learning: An Introduction to Confluent Education. New York: Viking Press, 1971.

C. The Black Experience. A book of transparencies and lessons on black history.

D. Watson, Clifford D. Pride: A Handbook of Black Studies Techniques for the Classroom Teacher. Educational Press, Inc., 1971.

VIII. Parent Involvement Plan

Problem Area: How can we get parent participation and involvement in the implementation of a Third World unit?

Prerequisites: A desire to work with children and become a part of school-related activities.

Pre-Assessment: None.

Performance Objectives:

1. Parent participants will serve as resource people in the classroom.

2. Parents will be able to contribute recipes for an ethnic cookbook.

3. Parents will be able to assist in the compiling of the cookbook.

4. Parents will be able to prepare ethnic foods for the class.

5. Parents will make crafts to be displayed at the fair.

6. Parents will help organize and plan the Ethnic Fair.

Means of Communicating with Parents:

1. Meet and communicate with parents on open house day at the beginning of the school year.

2. Work through room mothers to get a list of names of parents who are available during the school day and who would like to be involved in classroom activities.

3. Communicate with these parents to find out how, or in what ways, they would like to be involved.

4. Send a letter to all parents before the implementation of the Third World unit, explaining what the unit is about, and listing ways in which they may participate.

5. Ask parents to check the participation area of their choice and return the list to their child's homeroom teacher.

6. The homeroom mother, working in conjunction with the teacher, will be responsible for setting up a schedule to involve those parents who have indicated a desire to work.

Post-Assessment: The degree of parent involvement received and reactions from parents.

IX. Colleague Implementation Plan

Since this is an interdisciplinary unit, its effective implementation will depend upon the full cooperation of colleagues in all subject areas.

Colleagues may be made aware of this unit and a desire for their cooperation in its implementation in the following ways:

1. Talk with your building principal about the unit and try to get his or her support.

2. Discuss the unit with your team teachers during a team meeting.

3. Ask for time during a faculty meeting to present an overview of the unit and share with colleagues how they may participate.

4. Solicit support from colleagues.

5. Set up a meeting with interested teachers to agree upon a certain time of the year to implement the unit.

B. Incorporating Ethnic Content Into The Established Curriculum

Among some educators the mythical melting pot still exists, ignoring with this perspective the existence of diverse ethnic groups, each with its unique cultural heritage. Some educators have adopted such a monolithic pattern because of their perceived role--that of transmitter of the cultural heritage. This is a rationally indefensible position because:

1. It does not give students alternatives in their encounters with a dynamic society.

2. It preempts the concepts of a multi-cultural, multi-racial society.

3. It perpetuates distortions and ignorance of historical facts.

4. It promotes disrespect for cultural variation.

5. It communicates to racial and ethnic groups that what has been previously written as history were truths, with the net effect of defaming an integral segment of the American republic.

With such an untenable position, it is now necessary for these educators to adopt an historical perspective which is more accurate. This can be achieved through open and direct interaction with and among those "different" from ourselves--namely, those with religious, cultural, racial and economic differences.

POINT THREE: PERSONNEL

What efforts are being made toward reassessment of teacher and administrator competencies?

It is suggested that school districts determine which administrators and teachers have special knowledge and perceptions that signal unique aptitudes for reaching stated objectives of multicultural education. Some schools have already identified those who are aware of the complexities in implementing a multicultural curriculum.

THE TEACHER

In seeking a teacher who is culturally competent, certain criteria might be considered. The teacher would be one who would:

Be a reconditioner of a perspective of American History.

Provide many spirited, exciting, and precise in-depth experiences with a touch of the dramatic.

Have the ability to unravel the past, relate to the present, and be optimistic about the future.

Be committed to students' needs to generate creative, independent judgments.

Provide a setting for group interaction.

Not consider the school a societal retreat.

Appreciate that history is about people.

Hold that history is truth-seeking.

Consider that the student needs to develop ability in interpreting mass media.

Be aware that the student should be able to analyze the semantics of what is being said.

Consider the reading ability of the students.

Look for ways to improve the program.

Periodically evaluate the program in terms of performance objectives.

THE ADMINISTRATOR

The culturally competent administrator would:

Look upon the program as an all-school effort.

Infiltrate the program with the highest degree of competency.

Plan for and assign personnel for continuous planning and evaluation.

Plan for and provide effective use of funds, space, equipment, and supplies in all stages of the development of the program.

Consider and resolve questions and problems as they arise.

Provide for dissemination of accurate information to other school personnel, professional and auxiliary; to students; and to parents and community.

COMMUNITY RESOURCES

Through use of community resources personnel, many cultural experiences of the local and national communities may be brought into the classroom.

Section 10-22.34b of The School Code of Illinois authorizes the use of noncertified personnel, under direction of a certificated person, for providing specialized instruction not otherwise available, in fields for which they are particularly qualified by reason of special knowledge or skills. Written approval of the Superintendent of the Educational Service Region must be secured as to qualifications, function, hours, and compensation.

TEACHER-AIDES

Many schools have found that use of teacher-aides allows for further individualization of instruction.

The duties performed by teacher-aides are so numerous and varied that it would not be possible to discuss them all in this publication.

THE STUDENT

In an increasing number of schools, students are given a voice in planning, decision making, and evaluation of the instructional program. Students are given the opportunity to serve within the organizational framework for development and improvement of the instructional program. They are welcomed to originate plans and ideas. It may be well for a school to consider a plan providing for student input relative to family background, community resources, and multicultural education in general.

THE COMMUNITY

> In America, the school belongs to the public,
> is supported by the public, and is responsible
> to the public.

A participatory voice in what is going on in the school is particularly important, since most teachers have little knowledge of the contributions which cultural and racial groups have made to national and local cultures.

POINT FOUR: ARTICULATION

Has the school sustained a program of continuous articulation?

The rapid growth of knowledge, compounded by legislated curriculum, has created fragmentation, particularly in the teaching of social studies. Through an inventory of articulation, many schools may determine that there is unnecessary and excessive reinforcement in certain areas. This may be true concerning commemorative holidays and transmission of other more famous cultural traditions causing repetition. Problems of articulation between the sixth grade and the junior high school may be evident when building facilities and therefore teaching staffs are separated, between the elementary school and the senior high school in dual school districts, and between the elementary centers of rural areas where grade levels are dispersed geographically.

Administrators and teachers must continually reasses school programs to decide which emphasis and at what levels, how often, and to what degree, over emphasis occurs within certain units of study at different grade levels.

Table A contains a mandated item in The School Code of Illinois which affects courses of study in history which may be of assistance in implementation of articulation, namely HOLIDAYS. (This information is based on a model devised for all mandated courses of study by Wilbur R.L. Trimpe, former Superintendent, Educational Service Region, Madison County.)

Table A
HOLIDAYS

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Section 27-19 LEIF ERICKSON DAY	October 9 (1/2 hour) Optional												
Section 27-20 AMERICAN INDIAN DAY	Fourth Friday in September												
Section 27-20.1 ILLINOIS LAW WEEK	Governor shall designate one week in May--schools may devote appropriate time, instructions, study and exercises in legislative procedures, enactment of laws, the courts, law enforcement, etc.												
ADDITIONAL ACTS: AMERICAN HISTORY MONTH	February												
FLAG DAY	June 14												
Section 24-2 MARTIN LUTHER KING, Jr., DAY	January 15 Commemorative												
CONSTITUTION DAY	September 17 and week of September 17												
CONSTITUTION WEEK	(Optional)(Designated annually by the Congress of the United States)												
BROTHERHOOD WEEK	Week of Birthday of George Washington (Observance recommended by the National Conference of Christians and Jews)												

*Ethnic feasts, celebrations, etc. both National and local can be researched and included to reflect the society at large and the local community's interest.

POINT FIVE: SCOPE AND SEQUENCE

INTEGRATED APPROACH

The development of positive social attitudes may be implied from the mandate. It is suggested that orientation of the role and contributions of any ethnic group should begin at an early age and be infused with existing content in courses of study in history/social studies.

INTER-DISCIPLINARY APPROACH

The role and contributions of ethnic groups may be included in other subject offerings such as art, music, and literature. Not only would this approach significantly extend current offerings in these subject areas, but it would also provide intrinsic relevancy. At the same time, it would carry out the implications of the mandate.

POINT SIX: ACCOUNTABILITY: PERFORMANCE OBJECTIVES

Is the school prepared in its responsibility for compliance?

The mandate on ethnic studies states that no pupil shall be graduated from the eighth grade of any public school unless he or she has received instruction in the history of the United States, including the role and contribution of ethnic groups, and gives evidence of having a comprehensive knowledge thereof.

It is suggested that curriculum planners, including teachers and administrators, become knowledgeable in writing and application of performance objectives (behavioral objectives).

POINT SEVEN: CONTENT INVENTORY

CONCEPTUAL FRAMEWORK FOR CURRICULUM DEVELOPMENT

I. Content Dimension

A. Individual Worth

1. Each person has certain basic needs: for physical well being, for acceptance by others, for a positive self-concept.

2. The way in which basic needs are met is culturally determined.

3. Each person is a product of his or her unique cultural and personal experiences.

4. Each person can be understood only in the context of his or her own culture.

5. In judging a person from another culture, a cross-cultural frame of reference must be used.

B. Cultural Identification

1. People live and work together in groups; groups fill needs that individuals cannot meet by themselves.

2. Every group is made up of people with a wide range of ability and talent.

3. Group identity is important to every group.

4. Culture represents the traditions of a group.

5. Cultural traditions develop as a response to environment.

6. Every culture seeks to perpetuate itself through the socialization of its young.

C. Racial Origins

1. Race is a biological term which indicates distinctive physical features.

2. Racial differences developed as a response to environment.

3. Differences in physical traits among races are nonfunctional.

4. No racial group is inherently superior to other groups.

5. Cultural differences are more significant than racial differences.

D. Cultural Diversity

1. The United States is a heterogeneous society composed of diverse racial, religious, and ethnic groups.

2. Americans are united by a common belief in democratic institutions and in the right of all citizens to equal opportunity and equal participation in the responsibilities and privileges.

3. Americans are united by a common belief in the value of change and of personal, social, and economic growth.

4. Growth is dependent upon the steady challenge of new ideas.

5. Contact among different cultural groups in America provides a dynamic resource for the new ideas upon which growth depends.

II. Dynamics of Prejudice and Discrimination

A. Prejudice

1. Individuals may reject those who do not conform to group standards.

2. Prejudice is the systematic rejection of others by ascribing undesirable traits or behaviors to them.

3. The holders of prejudice forfeit the opportunity to change and grow through open contact with others.

4. The victims of prejudice are denied basic human rights and may suffer dehumanization and alienation.

5. Prejudice causes both individual and social loss.

B. Discrimination

1. Every group develops ways of controlling deviant behavior.

2. Discrimination is the systematized exclusion of specific groups from equal participation in the society.

3. Cultural groups in America have faced many similar problems in gaining equal treatment.

4. Discriminatory practices against racial groups have been more intensive and of longer duration.

5. All individuals and groups within a nation must face up to the injustice of that nation.

III. Responses to Cultural Differences

A. Majority Patterns

1. A closed society responds to prejudice by institutionalizing discriminatory practices.

2. American institutions have systematically discriminated against members of non-white groups.

3. An open society responds to discrimination by establishing legal measures that prevent its institutionalization.

B. Minority Rights

1. The restriction of the right to equal treatment constitutes undue discrimination.

2. Individuals or groups isolated from the mainstream may be alienated and become disruptive in their attempts to gain equal treatment.

3. Some groups prefer to maintain cultural differences which are not acceptable to the society at large; when this situation exists legal measures may be needed to protect their right to exercise differences in cultural patterns and to guarantee equality of treatment.

POINT EIGHT: TIME STUDY INVENTORY

As with other suggested inventories, another area for reassessment may well be a time allotment study. This would include reappraisal of study hall time with consideration to the possibility of offering mini-courses, use of

home room "hours;" over-scheduling on developmental skill programs; and possible scheduling by modules or time blocks in certain subject areas.

POINT NINE: INVENTORY FOR USE OF UNIVERSITY AND COLLEGE PERSONNEL

"The response of academic institutions to society's current concerns is getting increasing attention." Institutions of higher learning are seeking school district cooperation in updating and improving their pre-service and inservice. Each district is encouraged to investigate and call upon these resources.

C. A SEPARATE UNIT OF STUDY

Curricular offerings in single Ethnic group studies are offered in many schools in Illinois, particularly at the secondary level. The IRDN contains a listing of selected resources and materials. Ethnic community agencies also contain resources in monocultural studies.

PART II
AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES

II. AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES

An important factor in developing and implementing ethnic studies is the awareness of one's personal sensitivity to and response to differences--be they racial, cultural, religious, or socio-economic. To deal with this factor, activities and experiences directly confronting feelings and analyzing attitudes and values must be utilized in the classroom. A delicate balance between content in ethnic studies (facts, dates, information, cognitive material) and the process side of ethnic education (affective processes such as communication styles, value differences, decision making) can be achieved when both are designed into the curriculum.

This section presents classroom activities which provide teachers and students the opportunity to explore their personal sensitivities to cultural differences.

USE OF THESE ACTIVITIES

The activities are designed for classroom use at the middle, junior, and senior high school level. Ideally, persons conducting these activities would have previously assessed their abilities and level of intercultural competence as a participant in a teaching/learning situation guided by a leader trained in multicultural education. Some of the activities described are simple and may be used with limited training experience; others call for a considerable amount of sophistication, personal comfort, and security in dealing with intercultural differences. Since the activities selected are basically designed to create a sensitivity to ethnic/racial differences and similarities, the processes could bring to the surface areas of potential friction, uncomfortable exposure of personal bias or prejudice, or actual confrontation.

It is advised that the teacher (leader) be cognizant of the depth of learning which a thorough discussion of these activities affords, as well as anticipate the need for on-going learning in these areas, as opposed to a "one-shot" experience.

TOPIC I OPENNESS TO DIFFERENCES

HOW TO USE ACTIVITY: The two activities, Sentence and Tower are intended to initiate a readiness to show that it is "O.K." to be different, that truth is only perceptual, thus selective, and therefore, partial, and that we need to communicate to move toward accuracy and truth.

TOPIC II STEREOTYPING, ASSUMPTIONS, AND PERCEPTIONS

HOW TO USE ACTIVITY: Preception and the Transmission of Information is useful as an ice breaker to move into exploring racial and ethnic images. The two have as an objective developing a climate within which to explore our pre-conceptions and misconceptions about realities, and investigate data which supports perceptions.

HOW TO USE ACTIVITY: The In-Group Dynamics of Exclusion will be useful in breaking the ice to confront feelings which arise because of discriminatory actions, cliques, and exclusionary behaviors. Discrimination Identification Sort could follow to explore school-related examples of overt and subtle discrimination in order to arrive at a sensitivity to behaviors which could be discriminatory to an individual and/or cultural group.

SENTENCE ACTIVITY

GOALS:

(1) To provide an experience whereby participants can examine how one responds in terms of one's perceptions, and how perceptions vary widely among people.

(2) To stimulate critical examination of the need for two-way communication.

GROUP SIZE: Any size; one sentence printed for each.

MATERIALS: One printed sentence for each participant.

TIME REQUIRED: 15 minutes--with discussion.

PHYSICAL SETTING: Any room, no specific arrangement.

PROCESS:

(1) Distribute copies of the sentence. (See page following).

(2) Indicate that the group is to follow directions and work silently and independently.

(3) Request that in unison, the group gives the number.

(4) Point out that all have the same sentence and the same directions. "How many F's do you count? Count again".

(5) Confer with your colleagues so as to compare responses.

(6) Ask for a new total group response, then help them all find <u>six</u> by counting together.

PROCESS THE ACTIVITY:

What is the value of an experience like this? What does it say to you? What implications does it have? Why was this activity selected?

Can you see how people who approach a task with different backgrounds, see things differently? How necessary is it to take another's viewpoint into account, to look twice, or even three times?

How would <u>you</u> use it? Why?

Read the sentence below:

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once and do not go back and count them again.

TOWER EXERCISE

GOALS:

(1) To demonstrate selective perception.

(2) To show the need for listening to various aspects rather than just one's own viewpoint in order to move closer to the truth.

(3) To show the hypothetical nature of each person's view of another person's segment of reality.

MATERIALS: None

PHYSICAL SETTING: (Essential) A room that has a variety of objects such as materials on walls, furniture, etc. (This is ineffective in a gym, auditorium, etc., where there are no points of interest.)

GROUP SIZE: One requirement: that all be able to hear and see.

GRADE LEVEL: May be used from intermediate grades through adult.

TIME REQUIRED: 15-20 minutes

PROCESS:

(1) Ask for four (4) volunteers to come to the center or front of the room. Try to get a mixture of age, sex, cultural groups, etc. Tell participants it isn't a difficult task.

(2) Place them back to back, facing the four directions

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so that they are looking out rather than toward each other.

(3) Ask one person (start anywhere) to tell the group what the person opposite is seeing as he's looking in front of him/her. Then proceed to tell each of the other three to do the same.

(4) During their telling, ask them to be aware of the mental processes they are utilizing, i.e., recall, probability, inference, interpretation, projection, etc.

(5) When finished, let them turn around to "correct" or see what the reality was. Thank them and ask them to return to their places.

(6) LECTURETTE

(a) Recalling some of the statements made by the participants--"probably there are ...;" "maybe there is ...;" "I remember a ..."--in some way bring out the fact that the four could only hypothesize and not really make statements of fact, for not only could they NOT SEE, but they did not "selectively perceive" as the person opposite them might have done. So, one can only know what one sees in one's <u>own</u> shoes.

(b) Liken the experience to each of us being in an ancient castle with a tall circular tower, each of us at a window looking out . . .

All we can see is the pie-shaped segment of reality that our eye span can take in (even that, we don't always see clearly because of our selective perception-emotional filters caused by social and psychological conditioning which limits our perceiving even bold objective facts.)

How much more limited is our ability to understand where another is coming from? What are some ways we can grasp another's experience?

Some answers: Stand in a person's shoes, turn around, take the person's place, listen to his or her explanation or interpretation as being different from yours (try to hear what is OTHER than you or your perceptions, etc.).

(7) Raise this question: What are the implications for team or group work and interpersonal collaboration?

PERCEPTION AND THE TRANSMISSION OF INFORMATION*

GOALS:

(1) To stimulate awareness that information readily becomes distorted in the transmission from one person through a second to a third, and so on.

(2) To further awareness that one responds in terms of one's perceptions and that perceptions vary widely among people.

(3) To stimulate more critical examination of rumor.

MATERIALS AND SETTING:

(1) Chalkboard, chalk, eraser.

(2) Two copies of the "Instruction Sheet".

(3) Sketch of the lady.

Note: The exercise can be done with a single copy of the sketch, but the trainer would be wise to have several prepared as these extras will facilitate the progress of the exercise, especially if it is being given to a large group.

Audience situation for all the participants except five. The five are separated from the group and seated in chairs placed approximately three feet apart.

METHOD OF DEVELOPMENT:

The five individuals selected from the group are seated in a row facing the group.

The first individual in the group of five is given the sketch of the lady and a copy of the "Instruction Sheet". He or she is allowed three minutes to study the sketch and to assimilate the ten facts about it.

Note: The sketch used is so drawn that one may perceive it as a picture of a young lady or a very old lady.

When the signal is given, the first subject returns the instructions and sketch to the trainer and is told to turn to the next (second) person and to describe the picture according to the points he has been asked to remember. The second person may ask questions. The conversation is to be in a whisper so that the third person in the row does not hear.

When the first subject has described the sketch (ten points or whatever number he or she can remember) to the second, the second subject is asked to whisper the de-

*Published by the National Training Laboratories, NEA, Washington, D.C., 1967; taken from Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa (Revised and expanded edition), by Donald Nylen, J. Robert Mitchell, and Anthony Stout.

tails to the third, and so on until the description has finally been heard by the fifth person.

The fifth person is then asked to tell the group the description of the picture. The points he or she makes are noted on the board and a line is drawn after the last item. When the fifth subject has finished reporting, the fourth person is asked to add any points. The sketch is then shown to the group and the ten points on the instruction sheet are read to them.

If the question of age and the double stimulus of the picture have not been brought out, the trainer asks the group to vote as to age. He or she then encourages the participants to describe what they see and why they think the drawing pictures a young or an old lady, until the group members perceive that both perceptions are possible.

DISCUSSION: General discussion is encouraged by the trainer, who uses the objectives of the lesson as his or her guide. Participants should be encouraged to discuss what meanings the exercise has for them and the implications of the experience for their work situation at home.

At the close of the discussion the trainer summarizes and brings out these points:

(1) Individuals react to the same stimuli with different responses. Personal history and "mental set" play an important part in determining the kind and quality of perception in social situations.

(2) Information can be readily distorted in the transmission from one person to another. The communicator's perceptions of what he or she is trying to communicate and his or her ability to communicate play a part.

(3) The listener's readiness also affects the transmission of information and attitudes.

INSTRUCTION SHEET

With this sheet of instructions you have been given a sketch of a lady. Look at the picture carefully. Note the points below. You will be given three minutes to memorize the details. When the three minutes have elapsed, you will be asked to tell the ten points about this picture to the person at your side.

The points to remember and to tell your neighbor are:

1. It is a picture of a lady.
2. There is a feather in her hair.
3. There is a cloth piece over her head.
4. She has a fur around her neck.
5. The feather in her hair is curved.
6. The color of the fur appears to be the same color as her hair.
7. The cloth piece over her head has wrinkles and is not straight.
8. The cloth piece does not cover the front part of her hair.
9. The hair appears to be very dark.
10. The lady's age appears to be about . . . . . (guess).

Now be ready to tell the above points to your neighbor.

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EXPLORING RACIAL AND ETHNIC IMAGES AND STEREOTYPING

GOALS:

(1) To help participants recognize some of their preconceptions.

(2) To gain insight into how preconceptions, like differences in perception, operate in their own experience.

(3) To encourage participants to become more familiar with the nature and operation of preconceptions (in this case, racial stereotypes) through discussing similarities and differences they perceive among themselves.

(4) To demonstrate a model for stimulating discussion, clarification, and analysis in groups.

(5) To become aware of the things we attribute to others without having sufficient data.

MATERIALS: Large chart paper, markers, masking tape for each group.

GROUP SIZE: Unlimited group size divided into subgroups of 6-8.

TIME REQUIRED: 1 to 1 1/2 hours

PHYSICAL SETTING: Room with movable chairs; chalkboard or chart paper for summary sheets (combined charting).

GRADE LEVEL: May be used from junior high through adult.

PROCESS:

(1) List those ethnic/racial groups that the participants have some contact with (from among those groups represented in the room preferably). Determine as many ethnic groups as you wish; include minority groups such as blacks, Poles, Chicanos, Asians, Germans. Assign each subgroup (6 to 8 members randomly grouped or grouped by choice, no matter) to an ethnic/racial group name.

(2) Ask each subgroup to list quickly those attributes, characteristics, values, etc., that the ethnic/racial group assigned to them is known to have or be.

For example: Italians are. . .

-warm	-make good food
-expressive	-fat
-loud	-religious, etc.

(Note: The members may be hesitant to offer "negatives" or may not think of "positives". The leader should defer discussion until later.)

Subgroups should "brainstorm" their data (no discussion of items offered--they do not need to substantiate). It can be hearsay, common knowledge, or personal feelings or observations. It is written down by a recorder for the group without comment or question. Spend about 5-10 minutes charting quickly in small groups.

(3) Have subgroups read aloud their lists--no discussion yet.

(4) After all have read and hung their lists side by side, ask for a comparison of charts. Any observations? Comments? Similarities?

POINTS FOR DISCUSSION:

(1) Was it easier to write positive statements than negative statements? Was there any overlapping?

(2) Discuss sources of data, i.e., experience, books, movies, parents, hearsay, papers, media, etc. Was it first-hand or second source? Friends?

(3) Discuss recency of data.

(4) Discuss ways to get more updated and first-hand information.

(5) Summarize.

THE IN-GROUP DYNAMICS OF EXCLUSION: THE CIRCLE EXPERIENCE

GOALS:

(1) To allow participants to experience consciously excluding and being excluded.

(2) To confront feelings which exclusion generates.

(3) To examine strategies used by participants to either exclude or include.

GROUP SIZE: Unlimited number of small groups of six participants each.

TIME REQUIRED: Approximately one hour.

MATERIALS: None.

PHYSICAL SETTING: Room large enough so that groups can move around and work without disturbing each other.

GRADE LEVEL: May be used from primary grades through adulthood.

PROCESS:

(1) The facilitator forms small groups of six participants, leaving some distance between groups.

(2) The facilitator directs each group to have one person step outside the circle (a volunteer).

(3) After each group has excluded a member, the facilitator tells everyone the objective of the experience: that the group keep the "outsider" outside and the "outsider's" object is to get "in". Each may use any means necessary to achieve the goal (exclusion/inclusion).

(4) Let the groups continue until each has achieved the goal (or about 20 minutes to 30 minutes). Frustrations will be high!!!

(5) The groups are asked to reassemble in one large group to fill in the following chart.

(6) The participants are asked to offer (freely and randomly, just "shout" out and facilitator records answers.

Large Group Offers:

(a) Means used to keep "outsider" out.
(b) Feelings they encountered.
(c) Observations, comments, things that they thought or that happened.

Outsider Offers:

(a) Means used to get "in."
(b) Feelings/thought processes they encountered.
(c) Observations, comments, etc.

Large Group Summation, Implications

(a) Relate to means society at large uses to keep minorities and "those people" out; means that minorities use to attempt to gain entrance.

(b) Observations of "group" mentality; "mob psychology."

(c) Summarize.

DISCRIMINATION IDENTIFICATION SORT

Discrimination Identification Sort taken from "Racism Sort" activity, by Clare Halverson, Ph.D.

GOALS:

(1) To identify different examples of discrimination in school situations.

(2) To specify degrees of offensive or discriminatory behaviors and their relativity depending on ethnic/racial values and cultural lifestyles.

(3) To clarify one's own values, standards, and expectations.

(4) To gain insight into differences in cultural style within the "American way."

GROUP SIZE: Unlimited, but subgroups from 6-8 to form work groups.

TIME REQUIRED: Minimum one and one-half (1-1/2) hours

GRADE LEVEL: Junior high school on up (students could develop their own incidents)

PHYSICAL SETTING: Round table or chairs in a circle, blackboard or chart paper

MATERIALS: Two three-inch red and green squares for each participant, plus a copy of the critical incidents.

PROCESS:

(1) Read through one incident. Decide whether you feel the situation has <u>any</u> degree or example of discrimination. If so, underline the (those) part(s) of the situation which you feel demonstrates discrimination. When finished, await the signal from the facilitator. Cover your paper while waiting.

(2) Facilitator asks each participant to simultaneously (all at once) hold up a <u>green</u> card if there <u>is no</u> example of discrimination in the incident and a <u>red</u> card if there <u>is</u> a sample.

(3) Facilitator asks individuals who were in the minority (less red or green cards) to explain "what and why" discrimination.

(4) Discussion. (Note: It is imperative that participants be allowed to share <u>how they</u> viewed the situation without thinking they were <u>wrong</u>. Tell the group <u>there is no one right answer</u>.) Each should be encouraged to share his/her perspective and why they think and judge the situation as they do. Persons hearing another's viewpoint often "change" and that is encouraged.

(5) Summation. Participants reflect on their own "opening up to others' views."

(a) Choose from among incidents those which raise issues pertinent to <u>your</u> group (there is a <u>range</u>).

(b) Go through as many incidents as you feel are necessary to help people become sensitive to discrimination, both overt and covert samples, conscious or unconscious, intended or inadvertent.

INCIDENTS

A McKinley Junior High School, a largely black and Mexican-American (Chicano) school, has implemented an etiquette program. The program is designed by the home economics teachers who are black, Mexican-American and white. The program attempts to introduce current societal polite forms of making introductions, responding to invitations, dating conventions and entertaining. In this way the teachers hope to introduce all students, particularly the low-income ones who are mostly black and Mexican-American, to social skills.

B A black girl in the 7th grade, potentially a good student, is not performing at her capacity, constantly tardy to classes, etc. After several conferences with the girl, the mother and father came in and met with six of her teachers in a group. The father teaches Black Studies. He orated for an hour and a half, the gist of which was white teachers cannot teach black children.

C The principal with an all-white staff in a changing neighborhood school (75% white, 25% black) is only recruiting at black colleges until black staff members are hired.

D The following exchange has taken place in an all-black inner-city elementary school between a boy, James, and his teacher, Mrs. Boggs. Mrs. Boggs is black.

James: I sorry dat I late. He came over dere slap me in my face/I took da' bottle an' trew on at 'im.

Mrs. B.: Don't be late again. Who was the boy?

James: A boy name' Gonny. I didn't know him den.

Mrs. B.: Well, you can sit down now. See if you can't use good English the next time.

E <u>There is a choice of a holiday and a committee of students must make a</u> choice between Dr. Martin Luther King's and Washington's birthday.

Number of people on committee: 2 blacks, 1 Latin, 4 whites
<u>Washington</u> wins: 4 to 3 vote

F Mrs. Smiley is a teacher in an integrated fifth grade. She tries to treat all children equally and enjoy her students. At a party recently when someone asked her how many black students she had, she responded, "I don't know. I've gotten to know them all so well, I don't see them as blacks."

FURTHER REFERENCES

Organizations

NATIONAL TRAINING LABORATORIES (NTL)
NTL Institute
P.O. Box 9155
Rosslyn Station, Virginia 22209

UNIVERSITY ASSOCIATES
P.O. Box 80637
San Diego, California 92138
Telephone: 714/224-3444

(Two of the most intensive and extensive professional development institutions in human relations training, publications, and consultant services; write for bibliography.)

Publications

ETHNICITY: AN INTERDISCIPLINARY JOURNAL OF THE STUDY OF ETHNIC RELATIONS

Academic Press, Inc.
111 Fifth Avenue
New York, N.Y. 10003

A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, Vols. I-IV

1972 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

1973 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

1974 ANNUAL HANDBOOK FOR GROUP FACILITATORS (Looseleaf Notebook & Hardcover)

LEADERSHIP AND SOCIAL CHANGE (Paperback & Hardcover)

INSTRUMENTATION IN HUMAN RELATIONS TRAINING (Paperback & Hardcover)

DYADIC ENCOUNTER (Minimum order: 12 copies)

DIALOG: A PROGRAM FOR DEVELOPING WORK RELATIONS (Minimum order: 12 copies)

All of the above are available from:

University Associates
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San Diego, California 92138

PART III

DECISION MAKING AND STRATEGIES FOR VALUE CLARIFICATION IN A MULTICULTURAL CURRICULUM

III. DECISION-MAKING AND STRATEGIES FOR VALUE CLARIFICATION IN A MULTICULTURAL CURRICULUM

Multicultural curriculum is at a crucial stage in its development. While many educators have begun to realize the importance of the cultural factor in education, in many cases a void exists when the teacher attempts to implement multicultural content into the existing curriculum. This void has often been filled with ethnic names, dates, and trivia, much to the disappointment of students and ethnic historians and educators alike.

In order for ethnic studies to grow into a desired educational goal, it is important to present the necessary cognitive material, while simultaneously challenging the student's mind and attitudes toward the subject matter--this will engage process skills, or the affective side of education, as well. The use of strategies and techniques that introduce decision making and value clarification skills is one alternative that has been successful for educators dealing with teaching a multicultural curriculum.

The decision as to which of the following activities should be used must be left to the classroom teacher. Some are obviously more sophisticated than others, while some have a greater potential of leading the students into areas of controversy and possible conflict. The teacher should elect the appropriate strategies which he/she feels most comfortable in presenting and which compliment the maturity level of the students.

Decision making (the process by which one makes decisions) is an integral part of the educational goals of most schools. When one studies the role and contributions of ethnic and minority groups, and the history of their coping, within the United States, the cognitive material can readily encourage the students to examine the difficult decisions that so often faced America's ethnic groups. When approaching the subject matter in this way, it invites the student to examine his/her values and decision-making skills toward the particular issue.

The decision-making process consists of essentially three fundamental steps:

1. EXAMINING ALTERNATIVES. When studying an issue it is essential for the student to explore as many alternatives to that issue as possible. So often, the impression is given that there are only two or three alternatives, when in fact many more are available. Unless the student is cognizant of all the alternatives before him or her, the decision-making process is hindered.

2. EXAMINING POSSIBLE CONSEQUENCES. When the alternatives to an issue have been explored, the next step is to examine the possible consequences that may occur. If the student advocates alternative A, what will be the likely consequences that will develop? After the student has studied all the consequences, he or she is in a better position to choose an alternative which is best for him or her.

3. PUBLIC AFFIRMATION. After the student has examined the alternatives and consequences and decided what is best for him or her, it is important that the process begins to allow the student to affirm his or her position. As vital as the first two steps are, it is equally important that the student express his/her reasons and beliefs for his or her de-

cision. This encourages the student to clarify in his or her mind his or her position toward an issue and allows the remainder of the class to hear the different positions.

The following section is intended for the classroom teacher. Several strategies have been included which encourage at least one of the three previous steps to take place. All have been designed around ethnic cognitive material and may be used to complement what teachers are already using in the classroom.

Learning "springboards" that assist the teacher in delving into ethnic curriculum are also included. These "springboards" consist of such things as contemporary cartoons, political cartoons, short stories, music, etc., which often are helpful in understanding a difficult subject.

This section is not intended as a final answer to ethnic curriculum but rather as a sampling of learning activities, and alternative methods. Teachers are encouraged to reproduce any of the activities or improvise from them in order to adjust them for their particular classroom needs.

These strategies were borrowed liberally from primarily two sources: Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sidney B. Simon, Leland W. Howe, and Howard Kirscenbaum which presents a myriad of teaching strategies which can be easily adapted around ethnic content; and James Banks' Teaching Strategies for Ethnic Studies, which not only provides a sound pedagogical framework from which to work, but also many useful strategies for the classroom teacher.

VALUE VOTING

Purpose

Voting provides a simple and very rapid means by which every student in the class can make a public affirmation on a variety of value issues. It develops the realization that others often see issues quite differently than we ourselves do and legitimizes that important fact.

Procedure

The teacher reads aloud one by one questions which begin with the words, "How many of you. . .?" For example, "How many of you have a close friend of another race?" After each question is read the students take a position by a show of hands. Those strongly in favor of the statement raise their hands and wave them vigorously, while those just in favor of the statement simply raise their hands. If a student strongly disagrees with the statement, he/she points his/her thumb down and moves it vigorously in a circle, while those who simply disagree put only their thumbs down. If students are undecided or simply wish to pass and not publicly affirm their positions, they can fold their arms.

Examples

"How many of you. . .?

1. _____ have had someone from another race to your house for dinner or to play?
2. _____ think you are racially prejudiced?
3. _____ if a slave, would revolt, even if it cost you your life?
4. _____ have ever personally witnessed race conflict?
5. _____ are in favor of the lettuce boycott sponsored by Caesar Chavez and the United Farm Workers?
6. _____ have ever participated in race conflict?
7. _____ would be opposed to a black family moving into your neighborhood?
8. _____ believe that United States policy of Indian removal was unfortunate, but necessary for the development of this country?
9. _____ believe that Indians are in control of the Bureau of Indian Affairs?
10. _____ believe the evacuation of Japanese-Americans into detention camps was an unfortunate but necessary act on the part of the Government?
11. _____ think more Federal aid should be given to welfare programs?
12. _____ would want black students to come to an all-white social function?
13. _____ believe that more free blacks should have participated in the back-to-Africa movement during the pre-Civil War period?
14. _____ believe that the Texans were justified in declaring and fighting for their independence from Mexico?
15. _____ believe that reservation schools, run by the government, are helpful to Indians attending them?
16. _____ would have been willing to join Martin Luther King to fight discrimination by joining a sit-in in the South?
17. _____ would be willing to picket A & P to attempt to pursuade people not to shop there because of their treatment of the U.F.W.?
18. _____ would want white students to come to an all-black school?
19. _____ think that women should stay home and be primarily wives and mothers?

20. _____ would be willing to be bused to another school if it helped achieve racial balance?

21. _____ agree with the philosophy of W. E. B. DuBois?

22. _____ agree with the philosophy of Booker T. Washington?

23. _____ agree with the philosophy of Marcus Garvey?

24. _____ would prefer a girl or a boy to marry someone from her/his own race?

25. _____ would actively participate in a fair housing movement in your community if someone got the ball rolling?

26. _____ agree with the American Indian Movement and its attempted take-over of Wounded Knee, South Dakota?

27. _____ believe the race riots of the 1960's helped the blacks in their fight for equality?

28. _____ think the government should help support day-care centers for working mothers?

29. _____ think that parents should be subsidized to pick any school they want for their children?

30. _____ would not hesitate to marry someone from a different religion? From another race? Ethnic group?

31. _____ have a best friend of the opposite sex?

32. _____ think that girls and boys should be in separate classrooms?

33. _____ think that it is all right for girls to play with Hot Wheels?

34. _____ think that it is all right for boys to play with Barbie dolls?

35. _____ agree that the railroad was right in building its tracks across Indian land?

36. _____ believe the Chinese Immigration Law of 1882 was necessary to stop the flow of Chinese to America?

37. _____ would have joined Nat Turner, if you had the opportunity?

RANK ORDER

Purpose

Each day of our lives we must make choices between competing alternatives. This strategy gives students practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful considerations than we tend to give them.

Procedure

The teacher explains to the class that many times we have to make decisions among competing alternatives and that this often requires a value judgment. The teacher will then give the students three (or four) alternative choices for responding to each question and will ask them to rank order these choices according to their own value-laden preferences.

The teacher then reads a question, writes the choices on the board, and calls upon six to eight students in turn to give their rankings. Each student quickly gives his or her first, second and third (or fourth) rankings. Of course, students may say, "I pass." After the six to eight students have responded to a question, the teacher may give his or her own rankings. Then a class discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

Examples

1. Which would you rather be?

   _____ an American black
   _____ an African black
   _____ a European black

2. Which death do you consider the greatest loss?

   _____ Martin Luther King's
   _____ Malcolm X's
   _____ Medger Evers'

3. Which would you most like to see?

   _____ integration of the races
   _____ separate nations for different races
   _____ separate areas within existing communities for each race and/or nationality

4. Where would you least like to live?

   _____ in a ghetto
   _____ in Chinatown
   _____ in a poor rural town in the South

5. Which of these jobs would you like most?

   _____ school teacher on an Indian reservation
   _____ director of an inner city project
   _____ coordinator of social action projects for a liberal suburban church

6. What is the most serious problem in the city today?

_____ discrimination in jobs and housing
_____ transportation
_____ hunger
_____ over-crowding

7. Which would you be most willing to do?

_____ serve in the armed forces
_____ serve in the Peace Corps
_____ work in an urban ghetto
_____ work on an Indian reservation

8. If you were a slave coming across on the Middle Passage, which would you most likely do?

_____ revolt
_____ jump overboard
_____ refuse to eat
_____ go along with the situation

9. If you were an Indian and whites started building railroad tracks across your land, what would you do?

_____ attack the railroad workers and try to drive them away
_____ co-operate with them to try and live in peace
_____ talk to other tribes and see if you could organize them
_____ nothing

10. If you went to the local A & P grocery store and there were people outside passing out leaflets asking you not to shop there because of the poor working conditions or migrants, what would you do?

_____ shop there anyway
_____ go to another grocery store for your food
_____ call the police
_____ join them and help pass out leaflets

11. Which minority group leader do you think is doing the most to help his or her people?

_____ Caesar Chavez
_____ Russel Means
_____ Coretta King
_____ Rev. Jessie Jackson

12. Whick leader do you think most helped blacks in their struggle for Civil Rights?

_____ Frederick Douglass
_____ W.E.B. DuBois
_____ Booker T. Washington
_____ Marcus Garvey
_____ Martin Luther King, Jr.

13. If you were opposed to slavery which would you most likely do?

_____ write a letter to the editor of the local newspaper
_____ give a speech in the public square
_____ become a member of the underground railroad
_____ become a member of the abolitionists

14. If you lived in California in 1942 and your Japanese neighbors were being put in detention camps for "national security," what would you do?

_____ write a letter to the editor of the local newspaper
_____ write to President Roosevelt
_____ nothing
_____ help them pack

15. What would you do if you saw racial conflict in your school?

_____ go immediately to the principal
_____ stay as far away as you could
_____ try and break it up
_____ join in

16. If you were a Cherokee Indian living in Georgia in 1838 and the Federal Government told you to leave your land and resettle out west, what would you do?

_____ leave immediately
_____ refuse to leave
_____ try and get your tribe to declare war on the U.S. Government
_____ send a representative to Washington to speak to the President

17. If you were a poor, black farmer in the South at the turn of the 20th Century would you. . .

_____ stay where you were and try to make ends meet
_____ move to a large northern city
_____ move to another part of the south

18. If you were Native American at Wounded Knee, 1973, what would you most likely have done?

_____ surrendered to the Federal Marshall
_____ remained in the town until all the demands of the Indians were met
_____ been willing to fight, even if you died, to illustrate the problems that Indians are faced with today

19. If someone in your class spoke a language other than English, would you

_____ demand that he or she speak only English in your class
_____ try and learn his or her language
_____ make fun of him/her

20. If you were part of an audience and Marcus Garvey was talking to you about returning to Africa to establish an African nation, would you

_____ sign up for the venture
_____ want to wait awhile to see if it were successful
_____ refuse to sign up
_____ wait to see how the rest of the audience reacted before you made your decision

EMOTION BOARD - "HOW I FEEL"

NICE	MEAN	LOVING	HATRED
AFRAID	BRAVE	HAPPY	SAD
WEAK	STRONG	HELPLESS	HELPFUL
SINCERE	INSINCERE	ANGRY	PLEASED
EXCITED	CALM	WELL	BADLY

The Emotion Board is a good vehicle that allows the student to better get in touch with his/her feelings. It can be used by teachers in a variety of ways. Several suggestions are:

(1) When wanting students to express their feelings about a particular story or character from a story, e.g., The Sneetches by Dr. Seuss.
(2) As an indication of their feelings about a particular issue. These can range from topics such as, "How do you feel today?" to "What are your feelings toward busing?"
(3) After a song which expresses emotion, ask the students to indicate what emotion they think the artist is expressing, e.g., Buffy St. Marie, "Now That the Buffalo's Gone."

Emotion Boards can be made any way that is convenient for the teacher. A magnetic board, if available, is excellent. Have the students bring in a magnetic object that will be identified with them and when asked their feelings about something, the students will continuously use that object. An alternative would be to make this with a felt board, or to simply write it on the chalk board for the class.

THE VALUE SHEET

A value sheet is simply some short piece from a story, a poem, an essay, a chunk of a newspaper story or almost anything which students enjoy. It is followed by four to seven questions, all of which have a you component. That is, invite the reader to examine his or her own values in relationship to the content.

The following is an example from "The Story of Johnny Appleseed," by Aliki in the Scott Foresman Reading System, Level 8, pp. 98-99.

> Johnny Appleseed walked alone. He slept out-of-doors, in the woods or by the river. He met wolves and foxes, birds and deer. They were all his friends.
>
> Johnny met many Indians. He was kind to them and gave them seeds and herbs which they used as medicine.
>
> The Indians were not friendly to white men who chased them from their homes, but Johnny was their friend.
>
> Johnny didn't like people to fight. He tried to make peace between the settlers and the Indians, for he believed that all men should live together as brothers.
>
> On and on Johnny walked, planting as he went. When he needed more seeds, he collected sackfuls from the cider mills. Everyone saved his or her apple seeds for Johnny.
>
> Many years passed. Johnny Appleseed walked on. He visited his friends and saw the many apple trees which covered the land. And he was happy.

Possible Questions

1. Do you ever walk alone? Where do you usually like to go? Would you be afraid to sleep alone in the woods?

2. Have you ever met someone who is Indian? Do you think he or she is (or would be) different? Alike? How?

3. If you were an Indian, would you be friendly towards the settlers? Why? Why not?

4. Are there any reasons you would chase people away from you?

5. Do you think it is ever right to fight? Under what circumstances would you fight someone?

6. What makes you very happy?

A BLACK LIEUTENANT GETS IN TROUBLE

From 1939 to 1941, Jackie Robinson was one of America's best known college athletes. He dropped out of college in 1941, worked briefly, and entered the Army in April, 1942. He went on to Officer's Candidate School and became a lieutenant early in 1943. At Camp Hood, near Waco, Texas, one summer evening in 1944, Robinson suddenly found himself in trouble.

That evening in 1944, Jackie Robinson entered a bus on the post. The light-skinned wife of one of his friends was riding part way with him. The dark-skinned lieutenant and the woman took seats about halfway back in the bus, chatting gaily. They suddenly realized that the bus had stopped. The driver was angrily shouting something at Jackie that he had evidently said before. He was telling Jackie to go to the rear of the bus. Lieutenant Robinson was surprised. This had not happened before. There was no segregation on the post; that was in the rules. This driver was a civilian, but he must know that. Maybe he got peeved on account of the girl. Maybe he thought she was white.

Now the driver came back from his seat and ordered Jackie to move, but Robinson refused. The driver returned to his seat. Before pulling off, he threatened, "If you're not in the rear of this bus when we get to the gate, there's going to be trouble."

Should Jackie Robinson move to the rear of the bus?

Questions for the Class

1. What options do you think Jackie Robinson had?

2. What would be the likely consequences of those options?

3. What action do you think Jackie Robinson finally took?

4. If you were Jackie Robinson, which option would you take?

Music is an excellent source for teachers to utilize when studying ethnic issues. Often it can be used as a "springboard" to begin examining some very sensitive issues. With music being such an integral part of many students' lives, teachers could use it as not only high interest material, but also as material that explores needed issues.

The following song, "Now that the Buffalo's Gone," was written by Buffy St. Marie, a contemporary Native American folk singer. This could easily be used when beginning a unit on the American Indian and the value sheet might be an excellent strategy to use with the song. The following questions might be asked:

1. What in your life has made you hold your head up high?

2. Has anyone ever broken a promise (treaty) to you? When? How did you feel?

3. Is there ever any reason to break a promise to someone?

4. Why do you think the government treated Germany different from the American Indians?

5. If you were an Indian how might you feel? What would you do?

NOW THAT THE BUFFALO'S GONE

Can you remember the times
That you have held your head high
And told all your friends of your Indian claim
Proud - good lady and - proud good man
Your great, great grandfather from Indian blood sprang
And you feel in your heart for these ones.

Oh it's written in books and songs
That we've been mistreated and wronged
Well, over and over I hear the same words,
From you, good lady, and you good man,
Well listen to me if you care where we stand,
And you feel you're a part of these ones.

When a war between nations is lost,
The loser we know pays the cost,
But even when Germany fell to your hands,
Consider, dear lady, consider, dear man,
You left them their pride
And you left them their land,
And what have you done to these ones?

Has a change come about Uncle Sam,
Or are you still taking our lands?
A treaty forever George Washington signed,
He did, dear lady, he did, dear man,
And the treaty's being broken by Kinzua Dam,
And what will you do for these ones?

Oh it's all in the past you can say,
But it's still going on here today.
The government now wants the Iroquois land,
That of the Seneca and the Cheyenne.
It's here and it's now you must help us dear man,
Now that the buffalo's gone.

Cartoons are another excellent source for examining sensitive issues in ethnic studies. They are short, provocative, and can oftentimes lead the class into a discussion of the issue. Once again, the value sheet may be an excellent strategy for teachers to remember.

CARTOON ON POVERTY AND THE LAW

LUTHER
By Brumsic Brandon Jr.
YOUR UNCLE WAS ARRESTED?
YES.
THERE'S NOTHING TO WORRY ABOUT, HARDCORE... IF HE'S INNOCENT!
DON'T YOU BELIEVE HE'LL GET JUSTICE?
I KNOW HE WILL...
...IF HE CAN AFFORD IT!

(By permission of the Los Angeles Times Syndicate)

(By permission of the Los Angeles Times Syndicate)

1. What do you think Hardcore means when he says, "If he can afford it?"

2. What other disadvantages besides money do you think poor people have with our justice system?

3. If you were arrested and could not "afford justice," what else might you do?

4. What might happen to you if you did it?

VALUE AUCTION

Value Auction is a fun strategy that allows the student to prioritize his/her choices. Give each student $5,000 in which to bid for the items listed. Items will be auctioned off in multiples of $100. Have the students survey the list and place the amount of money they think they will need for any of the items in the budget column. This is to help them clarify their choices before the bidding begins; however, when the auction starts, the students are not held to their original budget projections.

This can be placed in an historical context by taking an issue or group and deciding upon items that you think would be attractive to that group. The following is an example:

Pretend you are a Southern slave:

ITEMS	BUDGET	BID	WON
Shorter working hours			
Better food			
Better clothing			
Less severe treatment			
Go into town once a week			
Be taught to read			
Have your family stay together			
Opportunity to escape, but no guarantee			
Move from field hand to house servant			
Being given one acre of land for your own use			
Guaranteed freedom upon reaching age of 50, if you were obedient			

ALTERNATIVE SEARCH

Purpose

The purpose of this strategy is to get students to look at and think of as many alternatives to a particular problem or issue as they can. Many times students consider only one or two alternatives when studying a problem and are unaware that for most problems there is a continuum full of alternatives. This strategy is designed to increase student awareness of additional alternatives.

Procedure

The teacher may start out by saying that for most problems we face, there is usually a series of alternatives that students can choose from. He/She then presents the students with a values issue or life problem--little or big--that may touch their lives. After presenting the issue, the teacher should allow each student time (approximately five minutes) to brainstorm as many alternatives as he/she can think of. Then put the class into groups of three or four and let them expand their alternatives a bit by listening to other alternatives from members of the group. Have them list the alterna-

tives on the "Alternative Search Chart" and have them check the appropriate columns. This may encourage students to consider each alternative more carefully.

Example

"If you were the United States Government would you have built the Transcontinental Railroad across Indian Land?"

ALTERNATIVES	I'll Try It	I'll Consider It	I Won't Try It
1. Build no railroad			
2. Have Indians plan route			
3. Kill all Indians and build railroad			
4. Pay Indians monthly rent for use of their land			
5. Remove Indians so they could not bother railroad			
6. Pay Indians to build railroad			
7. Improve stagecoach system			

Additional Suggestions

1. Was it necessary for the South to have slavery?
2. Ways to improve race relations in your school. In your community.
3. Ways to help the migrant farm worker.
4. Ways for minorities to make their voices heard.
5. Ways to settle racial conflict.
6. Ways to help eliminate the welfare problem.
7. Ways to improve communication between peoples of different cultures.
8. Ways of dealing with Japanese-Americans during World War II.

CONSEQUENCE SEARCH

Purpose

The evaluation of consequences is just as important as alternatives, for if we choose an alternative without thinking about the consequences, we increase the risk of making a poor choice. This strategy gives students practice in searching for the consequences of various alternatives.

Procedure

The Consequence Search strategy is used as a follow-up activity to the Alternative Search. Students are given, or asked to construct, a Consequence Grid as illustrated:

ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3

At the top of the grid they are to place, in the appropriate spaces, the three most feasible solutions they've developed for one of the issues presented in the Alternative Search strategy. Students are then asked to list as many as possible of the consequences for each alternative they think of.

Having considered the consequences, students are then asked to reevaluate their positions. They may re-rank the alternatives or decide to drop one or more of the alternatives and look for others. If the latter happens, the activity can be repeated with the newly found alternative.

Consequence Search

ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3
Have Indians Plan Route	Build No Railroad	Remove Indians So They Could Not Bother Progress of Railroad
-Much greater distances to travel -More expensive -Reduce white/Indian antagonisms -Rise of railroad towns would be much different -More time needed for travel -Keep Indian Tribes on their land -Prevent possible extinction of buffalo	-East & West would remain divided -Travel time to West would be much greater -No dispute with Indians over railroad -Indians would not have lost so much land -Possibility of a separate western nation if East & West could not unite -Fewer jobs available -Capitalist system of railroad magnate would have been delayed	-Railroad built quicker -Relocation of all Indians would probably produce greater Indian wars -Moral obligation of removing people from their land -Cheaper, since less delay and easier to get labor

VALUE GRID

Values of White Settlers	Values of Native Americans	Which Values Are in Conflict	Which Values Are Still Held Today	Which Values Do You Agree With?	Which Values Do You Disagree With?

A Value Grid is an effective strategy that allows the student to clarify a group's values and recognize possible value conflicts. After studying a particular group, in this case the Native Americans, have the students indicate what values they believe were important for this group, e.g., "return to the land what one takes." If the teacher desires, one can compare cultural values and see if any differences appear. If so, which ones? Are these values in conflict or just different? The teacher can then relate it to the students by asking them which they agree with or disagree with and why. Of course, many other categories could be added.

"I URGE" TELEGRAMS

Purpose

This strategy provides a simple means by which students can clearly state something that is important to them. Often, the expression of urgency in the classroom encourages the student to then take some action in his or her own life.

Procedure

The teacher gives each student a 4 X 6 card or, better yet, a blank Western Union telegram form. He or she asks the students to choose a real person and write a telegram to that person beginning with the words: "I urge you to. . .". The message is to consist of 15 words or less (or 50 words for a night letter). The student is to sign his or her name to the telegram.

The "I Urge" Telegram can be sent to nationally known politicians in Washington, to local officials, to people in the entertainment or the sports world, historical figures, or even to relatives or friends. In each case, the telegram should reflect something the sender feels is important, something he or she values.

Students can be called upon to read their telegrams to the class. Sometimes a discussion will break out over some of the telegrams. Or, the telegrams may be taped to the walls and students can go on a gallery walk to see what others have written.

Students may want to write telegrams to some of the following people when studying them:

Frederick Douglass
W.E.B. DuBois
Caesar Chavez
Russell Means
George Armstrong Custer
Martin Luther King, Jr.
Jesse Jackson
President Carter

PART IV

RESOURCE GUIDE

IV. Resource Guide

This section was developed to serve as a reference guide to the many informal resources available to educators. Important primary source material is available in the Ethnic Community - historical records, oral traditions directory and contemporary expressions of ethnicity are evident in daily living.

A quick look through the local telephone directory could surface a listing of museums, ethnic food stores, restaurants, churches, organizations and ethnic communal groups of various kinds. Field trips to ethnic neighborhoods are encouraged. Locales throughout the state feature oral history tours, and can be planned from Navoo to Frankfurt, Rockford to Carbondale. The reader is encouraged to brainstorm his or her own list together with parents and students.

The following brief listing contains examples of statewide community resources for multicultural education.

ASPIRA
1941 North Western Avenue
Chicago, Illinois 60622

Afro-American Family
and Community Services
440 West Division Street
Chicago, Illinois 60610

American Friends Service
Committee
407 South Dearborn
Chicago, Illinois 60606

Anti-Defamation League of
B'nai B'rith
222 West Adams
Suite 1449
Chicago, Illinois 60606

Archdiocesan Latin American
Committee
1300 South Wabash Avenue
Chicago, Illinois 60605

Armenian National Committee
8845 Willow Road
Hickory Hills, Illinois 60457

Association De Damas Puertor-
3228 N. Wilton Street /riquenas
Chicago, Illinois 60657

Aurora Commission on
Human Relations
648 North View Street
Aurora, Illinois 60506

Balzekas Museum of Lithuanian
Culture
4012 Archer Avenue
Chicago, Illinois 60632

Bielarusian Coordinating Committee
P. O. Box 30087
Chicago, Illinois 60630

Black American Studies
Southern Illinois University
Carbondale, Illinois 62901

Bloomington Commission on
Human Relations
1315 West Jefferson
Bloomington, Illinios 61701

Board of Jewish Education
72 East 11th Street
Chicago, Illinois 60605

Buddhist Temple of Chicago
1151 West Leland Avenue
Chicago, Illinois 60640

Bureau of Multilingual Education
Chicago Board of Education
228 North LaSalle Street
Room 517
Chicago, Illinois 60601

Center for Ethnic Studies
242 South Orchard Dr.
Park Forest, Illinois 60466

Center for the Study of
American Pluralism
National Opinion Research Center
University of Chicago
6030 South Ellis
Chicago, Illinois 60637

Center for the Study of
Democratic Institutions
233 North Michigan Avenue
Suite 1808
Chicago, Illinois 60601

Central Swedish Committee
5641 Warwick Avenue
Chicago, Illinois 60634

Champaign Commission on
Human Relations
102 North Neil Street
Champaign, Illinois 61820

Chicago African-American
Teachers Association
6024 S. King Drive
Chicago, Illinois 60637

Chicago Board of Education
Department of Curriculum
228 North LaSalle Street
Room 822
Chicago, Illinois 60606

Chicago Commission on
Human Relations
640 North LaSalle Street
Room 390
Chicago, Illinois 60610

Chicago Cosmopolitan Section
National Council of Negro Women
2950 West Warren Blvd.
Chicago, Illinois 60612

Chicago Historical Society
1600 North Clark Street
Chicago, Illinois 60616

Chicago Urban League
4500 S. Michigan Avenue
Chicago, Illinois 60653

Chinese American Civic Council
2249 South Wentworth
Chicago, Illinois 60616

Commonwealth of Puerto Rico
734 North LaSalle Street
Chicago, Illinois 60610

Consulate General of Japan
625 North Michigan Avenue
Office 201
Chicago, Illinois 60611

Consulate of Poland
1530 North Lake Shore Drive
Chicago, Illinois 60610

DuSable Museum of African-
American History
740 East 56th Place
Chicago, Illinois 60637

DuSable Museum of African
American History, Inc.
740 East 56th Place
Chicago, Illinois 60637

Education Center: Native
American Committee, Inc. (NAC)
4546 North Hermitage
Chicago, Illinois 60640

El Centro de La Causa/Latin
American Youth Center
713 West 17th Street
Chicago, Illinois 60616

Elgin Commission on
Human Relations
City Hall
150 Dexter Court
Elgin, Illinois 60120

Evanston Human Relations
Commission
1601 Sherman Avenue
Evanston, Illinois 60201

Filipino American Council of
Chicago, Inc.
1332 West Irving Park Road
Chicago, Illinois 60613

German American National
Congress (D.A.N.K.)
7440 North Western
Chicago, Illinois 60625

German Consulate General
104 South Michigan Avenue
Chicago, Illinois 60603

German Studies
8620 Rockefeller Avenue
Hollywood, Illinois 60513

Greek Orthodox
Diocese of Chicago
40 East Burton Place
Chicago, Illinois 60610

Hellenic Council on Education
2436 S. 53rd Street
Cicero, Illinois 60650

Hellenic Foundation
5700 North Sheridan Road
Chicago, Illinois 60660

Illinois Commission on
Human Relations
160 North LaSalle Street
Chicago, Illinois 60605

Institute of Central Eastern
European Studies of the
Alliance of Friendship
10121 South Clifton Park
Evergreen Park, Illinois 60642

Institute on Pluralism and
Group Identity
c/o The American Jewish Committee
105 West Adams
Chicago, Illinois 60607

Institute on Pluralism and
Group Identity
165 East 56th Street
New York, New York 10022

Italian Cultural Center
1621 North 39th Avenue
Stone Park, Illinois 60165

Italian Cultural Center
1621 North 39th Avenue
Stone Park, Illinois 60165

Jane Addams Hull House
University of Illinois
Circle Campus Box 4348
Chicago, Illinois 60680

Japanese American Citizens League
5415 North Clark Street
Chicago, Illinois 60640

Japanese American Citizens
League (JACL)
Midwest Regional Office
5415 North Clark Street
Chicago, Illinois 60640

Japanese American Service
Commission
4427 North Clark Street
Chicago, Illinois 60640

Joint Civic Commission of
Italian Americans
127 North Dearborn Street
Chicago, Illinois 60602

Joint Civic Committee of
Italian Americans
3334 North Oketo Avenue
Chicago, Illinois 60634

Joliet Community Relations
Commission
150 Jefferson Street
City Hall
Joliet, Illinois 60435

Kankakee County Human
Relations Commission
Volkman Building Room 210
Kankakee, Illinois 60901

Korean American Community Services
3435 North Sheffield
Chicago, Illinois 60657

Korean Community
4876 West Armitage
Chicago, Illinois 60639

Latin American Task Force
3700 West Grand Avenue
Chicago, Illinois 60624

Latino Institute
55 East Jackson
Chicago, Illinois 60604

League of United Latin American
Citizens
LULAC Council No. 313
P. O. Box 17229
Chicago, Illinois 60617

Ling Long Museum
2238 Wentworth Avenue
Chicago, Illinois 60616

Lithuanian American Council, Inc.
2606 West 63rd Street
Chicago, Illinois 60629

Lithuanian Consulate General
6147 South Artesian
Chicago, Illinois 60629

Mexican American Council on
Education (MACE)
1300 S. Wabash Avenue
Chicago, Illinois 60605

Mexican Consulate
201 North Wells
Chicago, Illinois 60602

National Conference of Christians
and Jews
203 North Wabash
Chicago, Illinois 60601

National Council of Jewish
Women
7447 S. Shore Drive #16K
Chicago, Illinois 60649

Native American Program
University of Illinois
Chicago Circle Box 4348
Chicago, Illinois 60680

Operation PUSH - People United
to Save Humanity
920 E. 50th Street
Chicago, Illinois 60615

Park Forest Human Relations
Commission
City Hall
Park Forest, Illinois 60466

Philippine American Cultural
Institute
407 South Dearborn
Chicago, Illinois 60605

Philippine Consulate General
6 North Michigan Avenue,
Suite 907
Chicago, Illinois 60602

Polish American Congress
Illinois Division
2952 North Milwaukee Avenue
Chicago, Illinois 60618

Polish American Congress, Inc.
(PAC) Illinois Division
2952 North Milwaukee
Chicago, Illinois 60618

Polish Museum of America
984-6 North Milwaukee Avenue
Chicago, Illinois 60622

Polish National Alliance (PNA)
1520 West Division
Chicago, Illinois 60622

Polish Roman Catholic Union
of America
984 Milwaukee Avenue
Chicago, Illinois 60622

Polish Teachers Association
2635 Logan Blvd.
Chicago, Illinois 60647

Professional Assn. of
Latin Americans
100 South State Street
Chicago, Illinois 60603

Puerto Rican Educators
3001 North Lowell
Chicago, Illinois 60641

Rock Island Commission on
Human Relations
12th Street and 47th Avenue
Safety Bldg., Room 311
Rock Island, Illinois 61201

Spertus College of Judaica --
Library and Museum
72 East 11th Street
Chicago, Illinois 60607

Springfield Commission on
Human Relations
1411 East Jefferson
Springfield, Illinois 62703

Swedish Pioneer Historical
Society, North Park College
5125 North Spaulding, Nyval Hall
Chicago, Illinois 60625

The Chicago Gaelic Society
6004 South Fairfield
Chicago, Illinois 60629

The East Asian Magnet Center
Stewart School
4525 North Kenmore Avenue
Chicago, Illinois 60640

The Field Museum of Natural
History
12th Street and Lake Shore Dr.
Chicago, Illinois 60605

The German Aid Society of Chicago,
Inc.
221 West Ohio Street
Chicago, Illinois 60622

The Indian Center
1630 West Wilson Avenue
Chicago, Illinois 60640

The Newberry Library
60 West Walton
Chicago, Illinois 60610

The Ukrainian Institute of
Modern Art
2247 West Chicago Avenue
Chicago, Illinois 6C622

Travelers Aid Society of
Metropolitan Chicago
327 South LaSalle Street
Room 1501
Chicago, Illinois 60604

U. S. Commission on Civil Rights
320 South Dearborn (32nd Floor)
Chicago, Illinois 60640

Ukrainian Communal School
St. Nicholas Ukrainian Cathedral
School
2224 West Rice
Chicago, Illinois 60622

Ukrainian National Association
2151 North Lorel Avenue
Chicago, Illinois 60639

Viet Nam Resource Center
5621 South Blackstone
Chicago, Illinois 60637

Waukegan Human Relations
Commission
106 North Utica
City Hall
Waukegan, Illinois 60085

ETHNIC NEWSPAPERS

Abendpost and Sonntagpost Und.
223 West Washington Street
Chicago, Illinois 60606

American Hungarian Life
3636 North Paris Ave.
Chicago, Illinois 60634

Chicago Shimpo
3744 North Clark St.
Chicago, Illinois 60613

China Times
2204 South Wentworth St.
Chicago, Illinois 60616

Denni Hlasatel
1545 West 18th Street
Chicago, Illinois 60608

Draugas
4545 West 63rd Street
Chicago, Illinois 60629

Dziennik Zwiazkowy
1201 North Milwaukee Ave.
Chicago, Illinois 60622

Eintracht
9456 North Lawler Ave.
Skokie, Illinois 60076

El Excelsior
5750 North Kenmore Ave.
Chicago, Illinois 60660

El Informador
1510 West 18th St.
Chicago, Illinois 60608

El Manana
2700 South Harding Ave.
Chicago, Illinois 60623

El Mundo
1726 North Central Park Ave.
Chicago, Illinois 60647

El Progresso
300 North State St.
Chicago, Illinois 60610

El Puertorriqueno
1478 North Milwaukee Ave.
Chicago, Illinois

Fra Noi
Villa Scalabrini
Melrose Park, Illinois 60161

Irish News
34 South Lewis Ave.
Lombard, Illinois 60148

Jednosc
1901 West 47th St.
Chicago, Illinois 60609

Jewish Post and Opinion
72 East 11th Street
Chicago, Illinois 60605

Jewish Press
5829 North Central Park
Chicago, Illinois 60645

Naujienos
1739 South Halsted
Chicago, Illinois 60608

New Star
2208 West Chicago Ave.
Chicago, Illinois 60622

Polonia Weekly
1200 North Ashland Ave.
Chicago, Illinois 60622

Prosveta
166 Shore Drive
Burr Ridge, Illinois 60521

Sandara El Manana
840 West 33rd St.
Chicago, Illinois 60608

Sentinel
216 West Jackson Blvd.
Chicago, Illinois 60606

Sloboda
3909 West North Ave.
Chicago, Illinois 60647

Swedish-American Newspaper
5301 North Clark St.
Chicago, Illinois 60640

The Chicago Reporter
111 North Wabash Ave.
Chicago, Illinois 60602

The Philippine Times
14 East Jackson Blvd.
Chicago, Illinois 60604

Vilnis
3116 South Halsted
Chicago, Illinois 60608

Vinland
2405 North Central Park
Chicago, Illinois 60647

PART V

GUIDELINES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

V. GUIDELINES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

No treatment of ethnic studies would be complete without focusing direct attention on the instructional materials used in the curriculum. The Illinois State Board of Education, Urban and Ethnic Education Section, has developed a set of guidelines for use in evaluating educational materials for ethnic/racial validity. The guidelines are intended for teachers, parents, administrators, and students, and provide a process for analyzing entire texts as well as other instructional materials. The purpose is to provide a means for correcting omissions, distortions, and/or stereotypes of the various ethnic groups' roles and contributions in American society, past and present.

The summary guidelines included here are intended to acquaint educators with some of the issues and questions to be raised in purchasing new texts and instructional materials, as well as critiquing present texts. The entire guidelines and inservice as to the use of the guidelines is available upon request from the Urban and Ethnic Education Section, Illinois State Board of Education.

GUIDELINES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

Instructional materials used in classrooms in the State of Illinois should conform to the following guidelines:

1. THE FACT THAT the United States and other countries are multi-racial, multi-ethnic societies should be clearly expressed in written and illustrated content.

2. DIFFERENCES AMONG GROUPS SHOULD be presented in a positive and educationally sound manner that fosters a comprehension of and respect for such differences.

3. THE CULTURAL BEHAVIOR OF CULTURAL GROUPS SHOULD be presented in terms of each group's values and historical experiences. The presentation should include, where appropriate, the causes of differences and the perception of differences as interrelated aspects of a common humanity.

4. THE HISTORICAL BACKGROUNDS OF THE VARIOUS GROUPS SHOULD be presented in an integrated fashion, as part of a comprehensive United States history, rather than in an isolated manner. The history of America should be perceived as a simultaneous interaction and intergrouping of its various peoples.

5. IT IS IMPORTANT TO INCLUDE not only what the various racial and ethnic groups have done for and in America, but also what America has done--both positively and negatively--to these groups.

6. IN LIEU OF STEREOTYPING OR GLAMORIZATION of particular groups or characteristics, there should be an honest, objective treatment of real people and issues. Emphasizing the realities will make the material more relevant to the students' needs. An exclusive use of the "contributions approach" or the "superhero approach" should be avoided; rather, some "ordinary" people with whom the child can identify should be included.

7. MATERIALS SHOULD indicate that there is a wide range of individual differences within groups in order to avoid closed, "absolute," rigid descriptions of ethnicities and races.

8. DISCUSSION OF CONTEMPORARY ISSUES SHOULD include the historical backgrounds. A comprehensive account of the conditions and forces leading to current situations will allow the students to make intelligent, independent judgments regarding intergroup conflicts.

9. SOCIAL ISSUES INVOLVING racial, ethnic, and religious matters, such as genocide, restrictive immigration, and segregation should receive frank, mature, and critical treatment rather than being minimized or ignored.

10. INSTRUCTIONAL MATERIALS SHOULD NOT condone biased language, derogatory expressions, and ambiguous jargon. Such language can be presented as examples of the expression of prejudice and stereotyping.

QUESTIONS FOR CONTENT ANALYSIS

QUESTION I - OMISSION OR INCLUSION

Does the book give an overall impression that typical people are white, Anglo-Saxon males, or are other people seen as typical?

COROLLARY QUESTION:

Does the book only present the ethnic group when they are a problem to the dominant group, or only in relation to white Anglo-Saxon culture?

QUESTION II - STEREOTYPING

Does the book give the impression that a variety of personality traits, physical abilities, mental talents, and interests exist within every ethnic group?

QUESTION III - CONTRIBUTIONS

Does the book portray that the United States has received from its ethnic groups as much as it has given?

Does the book stress only the accomplishments of some ethnic groups and the shortcomings or failures of other ethnic groups?

QUESTION IV - IMPOSED STANDARDS

Does the book measure all ethnic accomplishments by a white model?

COROLLARY QUESTION:

Does the book present material on Africa, South America, and Asia which points out the standards of culture which pre-date European intrusion?

QUESTION V - PATRONIZING

Does the book avoid use of patronization, naming the ethnic group to which a person belongs when the information is irrelevant?

QUESTION VI - DISTORTIONS (UNDERSTATEMENTS, EXAGGERATIONS)

Is sufficient factual information given so as to represent issues in proper perspective, avoiding either over-emphasis or understatement?

COROLLARY QUESTION:

Are the values and beliefs of ethnic groups explained in such a way as to help the reader understand and appreciate the ethnic group's reaction to the given situation?

QUESTION VII - DEROGATORY TERMINOLOGY

Does the passage contain offensive, deprecating language?

COROLLARY QUESTION:

Does the book show sensitivity in the use of regional names respected by the given groups?

VI. POLICIES AND PRACTICES FOR MULTICULTURAL EDUCATION IN THE TOTAL SCHOOL COMMUNITY

VI. POLICIES AND PRACTICES FOR MULTI-ETHNIC EDUCATION IN THE TOTAL SCHOOL COMMUNITY

The following voluntary, optional checklists can be used by school personnel no matter what the varying degrees may be of their ethnic, racial, and socioeconomic mix. They direct the attention of the school to those aspects of its policies, program, and operation that shape the developing attitudes of its students toward the various cultures that coexist in this country. It is meant to acquaint readers with an instrument which provides a thorough analysis of the school community.

The source of the checklists is Evaluation Guidelines for Multicultural, Multi-Racial Education, National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Va. 22201.

The guidelines include evaluation of the following areas:

I. Central Office Administration

- a. Board of Education makeup and election/selection procedures, etc.
- b. Superintendent and staff employment procedures
- c. Local school personnel

II. School organization and Grouping

- a. Schedule, grade placement, tracking, etc.
- b. Curriculum
- c. Materials
- d. Extracurricular activities
- e. Student involvement/community involvement

Selected sample checklists are included here, but the entire booklet is available from the source aforementioned.

IV. SCHOOL STRUCTURE RELATING TO MULTICULTURAL/MULTIRACIAL EDUCATION

A. RACIAL/ETHNIC BALANCE OF THE TOTAL STAFF

1. List below percentages for the various racial and ethnic groups. In deriving figures for the faculty, use the data (if available) from the Evaluative Criteria, 4th Ed. Section 9, Chart 1, page 319.

	American Indian		Black		Oriental		Spanish Speaking		White		Others (specify)	
	#	%	#	%	#	%	#	%	#	%	#	%
Administrators												
Classroom Teachers												
Guidance Counselors												
Media Personnel												
Health Services Personnel												
Specialists and Consultants												
Food Services Personnel												
Secretaries and Clerks												
Custodial and Maintenance Personnel												
Paraprofessionals												
Others												

a) How many of the non-white professional personnel in the school are under tenure? . . . . . ._____

b) What percentage is this of all tenured personnel in the school? . . . . . ._____%

c) How many of the administrators are women? . . . . . ._____

Checklist

1. Minority* personnel on the staff are more numerous now than five years ago. 1 2 3 4

2. The racial composition of the professional staff is in keeping with the racial make-up of the student body. . . . 1 2 3 4

3. Minority* staff members have been given professional assignments other than that of classroom teachers. 1 2 3 4

4. The racial/ethnic composition of the professional staff fairly reflects the racial/ethnic balance of the community. . 1 2 3 4

Evaluations

a) Are minority* personnel sufficiently represented on the school's teaching staff so as to provide a favorable setting for multicultural/multiracial education? 1 2 3 4

b) Are minority* personnel sufficiently represented on the school's administrative and other non-teaching professional staff so as to provide a favorable setting for multicultural/multiracial education? 1 2 3 4

c) Are minority* personnel on the school's professional staff represented to a degree that reflects the broad pluralistic society of the United States rather than the immediate community? 1 2 3 4

d) Are women sufficiently represented on the school's administrative staff so as to indicate the absence of sexual bias? . 1 2 3 4

e) In the general school structure, is there an effort to reduce sex-stereotyping? 1 2 3 4

Comments

B. THE TEACHING STAFF

Checklist

1. The staff is receptive to minority* colleagues. 1 2 3 4

2. Teachers attend in-service workshops or institutes on multicultural/multiracial education. 1 2 3 4

3. Teachers recognize the need for multicultural/multiracial education in this school. 1 2 3 4

4. Teachers search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions. . . . 1 2 3 4

* Wherever the word minority is asterisked, it refers to racial or ethnic groups that are the numerical minority within this particular school or district.

5. Teachers are relatively consistent in expecting adequate classroom behavior of all students. 1 2 3 4

6. Teachers establish legitimate standards for classwork, but also make special efforts to see that all students, despite any initial learning deficiencies, can reach those standards. . . 1 2 3 4

7. Teachers openly recognize racial and cultural biases in themselves and in students and attempt to overcome these. . . . 1 2 3 4

8. Teachers respect the cultural, racial, and ethnic differences of their students. 1 2 3 4

Evaluations

a) To what extent is the staff committed to multicultural/multiracial education in this school? 1 2 3 4

b) To what extent does the teaching staff make a consistent effort to promote sound multicultural/multiracial relationships in all their contacts with students in this school? 1 2 3 4

c) To what extent do the teachers practice sound interpersonal and intergroup relationships among themselves? 1 2 3 4

d) To what extent are all staff members required to have training in multicultural/multiracial education? 1 2 3 4

Comments

C. THE PRINCIPAL AND HIS OR HER ADMINISTRATIVE STAFF

Checklist

1. Members of the administrative staff have participated in workshops, seminars, institutes, etc., in human relations and minority issues. 1 2 3 4

2. The principal actively seeks and welcomes minority* group teachers. 1 2 3 4

3. The principal promotes better relations between faculty members from minority and majority groups. 1 2 3 4

4. The principal is accessible to minority* parents wishing to discuss racial, ethnic, and school issues. 1 2 3 4

5. The principal is accessible to minority* students wishing to discuss racial, ethnic, and school issues. 1 2 3 4

6. The principal regularly reports to the parents about the progress of the multicultural/multiracial education program in the school. 1 2 3 4

7. The principal makes program and other recommendations to the superintendent for improving multicultural/multiracial education. 1 2 3 4

8. The principal deals directly and openly with minority* groups. 1 2 3 4

9. The principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural/multiracial education. 1 2 3 4

10. The principal is committed to the need for multicultural/multiracial education in this school. 1 2 3 4

11. The administrative staff is committed to the need for multicultural/multiracial education in this school. 1 2 3 4

Evaluations

a) How effectively does the principal perform his or her duties in relation to multicultural/multiracial education? . . . . . .na 1 2 3 4

b) To what degree do the assistants to the principal support his or her policies and program relating to multicultural/multiracial education? . . . . . .na 1 2 3 4

Comments

D. SCHOOL ORGANIZATION AND GROUPING

Checklist

1. In organizing the school, consideration has been given to the subtle and overt effects of the schedule, grade placement, course requirements, and the like, on minority group students. . . . . .na 1 2 3 4

2. Rules and regulations of the school relate strictly to the need for general control and not to nonessential culture differences and mores. . . . . .na 1 2 3 4

3. The school recognizes the need among its students for self-segregation at times in the classrooms, in their leisure moments, and in their extracurricular activities. . . .na 1 2 3 4

4. The school is aware of the specific learning conditions in those schools previously attended by its students. . . .na 1 2 3 4

5. The school has attempted to eliminate the negative effects on pluralistic education of formal tracking in student placement. . . . . .na 1 2 3 4

6. The school has sought to reduce the negative effects on pluralistic education of informal tracking. . . . . .na 1 2 3 4

7. The only courses in the school for which prerequisites have been established are those of a strictly sequential nature, such as French I and II. . . . . .na 1 2 3 4

8. Concern is given to having classes fully representative of the racial/ethnic, cultural diversity of the student body..na 1 2 3 4

9. Lunchroom facilities are organized so as to promote the free association of all students. . . . . .na 1 2 3 4

Evaluations

a) To what degree does the organization of the school provide a total experience promotive of multicultural/multiracial education?. . . . . .na 1 2 3 4

b) To what extent do the grouping, class scheduling, and student assignment policies and procedures in the school promote multicultural/multiracial interaction?. . . . . .na 1 2 3 4

c) To what extent are the published policies of the board relating to multicultural/multiracial education observed in this school?. . . . . .na 1 2 3 4

Comments

V. THE EDUCATIONAL PROGRAM

A. THE FORMAL CURRICULUM

Checklist

1. The English curriculum includes the writings and works of a wide range of ethnic groups. . . . . .na 1 2 3 4

2. The social studies curriculum purposely has been revised to include the historic, cultural, and intellectual contributions of American Indians, Blacks, Asians, Spanish-speaking people, etc.. . . . . .na 1 2 3 4

3. Special courses are provided in a broad spectrum of ethnic studies. . . . . .na 1 2 3 4

4. All students are encouraged to take special courses in ethnic studies. . . . . .na 1 2 3 4

5. Special help in basic skills is provided so that all students may succeed in all curriculum areas. . . . . .na 1 2 3 4

6. All courses are readily available to students from all ethnic groups. . . . . .na 1 2 3 4

7. The school's curriculum provides genuine options for non-white students to pursue education beyond high school. . .na 1 2 3 4

8. The school's curriculum provides worthwhile options for those non-white students who will the enter the work force upon graduation from high school. . . . . .na 1 2 3 4

9. Where pertinent, the content in all courses includes a focus on multicultural/multiracial education. . . . . .na 1 2 3 4

Supplementary Data

1. Describe the formal curriculum for the study of multi-ethnic and multiracial history and culture.

Supplementary Data

1. Describe those special and/or specially-funded programs (title programs, foundation grants, projects, etc.) in effect in the school that are directed to providing specific assistance to racial, ethnic, cultural, or socio-economic minorities. Explain how each is funded.

2. Describe the efforts being made to evaluate the effect of these programs.

Evaluations

a) To what extent are the special or specially funded programs in the school helping to promote the school's efforts towards multicultural/multiracial education? . . . . .na 1 2 3 4

b) To what extent are these programs becoming integral elements of the school's basic program?. . . . . .na 1 2 3 4

Comments

E. EXTRACLASS ACTIVITIES (Including School Social Affairs)

Checklist

1. The school's extraclass program is carefully planned in accordance with the school's commitment to multicultural/multiracial education. . . . . .na 1 2 3 4

2. All students, regardless of race or socio-economic status, are encouraged by the school and the individual activities sponsors to participate in any of the extraclass activities available in the school. . . . . .na 1 2 3 4

3. Students of all races and cultural groupings are significantly involved in the planning of the school's extraclass activities. . . . . .na 1 2 3 4

4. Participants in the school's various organizations, clubs, and athletic programs fairly well reflect the racial and cultural composition of the student body. . . . . .na 1 2 3 4

5. Faculty sponsors of the school's extraclass activities are broadly representative of the racial and ethnic groups that make up America's pluralistic society. . . . . .na 1 2 3 4

6. The school publications seek to promote positive multicultural/multiracial concepts. . . . . .na 1 2 3 4

7. Clubs and organizations particularly desired in the school by the racial and ethnic minorities are provided. . . .na 1 2 3 4

8. Clubs and organizations are specifically designed for the racial and ethnic minorities in the school. . . . . .na 1 2 3 4

9. Clubs and organizations are related to multicultural/multiracial education whenever possible. . . . . .na 1 2 3 4

10. The school uses assembly programs to foster its multicultural/multiracial education efforts. . . . . .na 1 2 3 4

11. Social events in the school are planned and conducted to foster multicultural/multiracial interaction and education.na 1 2 3 4

12. The school's drama and speech activities are conducted in accord with the school's commitment to multicultural/multiracial education. . . . . .na 1 2 3 4

13. Athletics and other competitive activities in the school provide for the full range of racial and cultural interactions, ability being the only criterion for team membership or participation. . . . . .na 1 2 3 4

14. Specific efforts are made to integrate those student activities especially susceptible to segregation, such as those carried on by cheerleaders, the newspaper staff, and the various special honor societies. . . . . .na 1 2 3 4

15. No student is deprived of participation in the school's extraclass activities because of financial disability. . .na 1 2 3 4

Supplementary Data

1. Describe the particular aspects of the extraclass activities program especially designed to promote multicultural/multiracial education.

VII. PROCESS OF INVOLVEMENT AND DECISION MAKING IN MULTICULTURAL/MULTIRACIAL EDUCATION

A. STUDENT INVOLVEMENT

Checklist

1. Students feel that they are involved in the planning and organization of programs which serve multicultural/multiracial education. . . . . .na 1 2 3 4

2. Minority* students serve as officers of classes, student organizations, and academic groups on more than a token basis. . . . . .na 1 2 3 4

3. The school encourages the formation of groups of students representing racial and ethnic interests as a means of self-discovery. . . . . .na 1 2 3 4

4. The recommendations or requests of such groups are carefully considered by the administration. . . . . .na 1 2 3 4

5. The recommendations or requests of such groups have been effective in changing school policies. . . . . .na 1 2 3 4

6. Students feel comfortable in speaking and dressing in ways that reflect racial and ethnic cultures. . . . . .na 1 2 3 4

7. In many school situations students have an opportunity to associate freely or choose their seating according to their personal preferences. . . . . .na 1 2 3 4

Evaluations

a) Do the students recognize that they are influential in developing multicultural/multiracial educational experiences? .na 1 2 3 4

b) Are the interests of minority* students understood and served as effectively as the interests of majority students? . .na 1 2 3 4

Comments

* Whenever the word minority is asterisked, it refers to racial or ethnic groups that are the numerical minority within this particular school or district.

B. TEACHER INVOLVEMENT

Checklist

1. Teachers feel that they are partners in planning and organizing programs which serve multicultural/multiracial education. . . . . .na 1 2 3 4

2. Within the faculty, personal associations which reflect racial and ethnic openness are evident. . . . . .na 1 2 3 4

3. In the classroom, teachers capitalize on opportunities to counteract prejudicial and stereotyped thinking. . . . .na 1 2 3 4

4. By their participation in human relations workshops and similar programs, teachers show their interest in overcoming any stereotyped thinking of their own. . . . . .na 1 2 3 4

Evaluations

a) To what extent do teachers have a decisive role in developing multicultural/multiracial education? . . . . . .na 1 2 3 4

b) To what extent do teachers realize that their actions communicate more graphically than their words their personal attitudes towards intergroup relations? . . . . . .na 1 2 3 4

Comments

C. COMMUNITY INVOLVEMENT

Checklist

1. The school seeks the assistance of the community in developing multicultural/multiracial education. . . . . .na 1 2 3 4

2. The school provides the community with accurate, current information about its program. . . . . .na 1 2 3 4

3. The school shares its decision-making power concerning objectives, programs, activities, and procedures with the various racial and cultural groups in the community. . .na 1 2 3 4

4. If the community includes groups which reflect racial or ethnic interests, the school recognizes and responds to these groups. . . . . .na 1 2 3 4

5. The school offers special orientation programs for non-white parents. . . . . .na 1 2 3 4

6. Administrators and teachers are involved in explaining to the community the nature and rationale of the school's multicultural/multiracial education program. . . . . .na 1 2 3 4

7. In adult education programs the school offers human relations workshops to parents and other members of the community. .na 1 2 3 4

CONCLUSION

A new kind of unification movement in America can be achieved--one that respects both identity and assimilationist needs of our diverse population. It is hoped that experiences contained in this handbook will encourage teachers and students to clarify feelings about their own identity, the identity of other groups, and the relationship between groups. Educators have herein the tools with which to begin this process.

DEFINITIONS

Distinctions in use of terms will demonstrate a variety of approaches to the study of the cultural factor in Education.

Ethnic Studies

Ethnic studies refers primarily to the study of a single ethnic/racial group's experience in a society, i.e., Jewish studies, Black studies, Irish studies, etc.. It includes objectives, methods, and materials which make up a course of study of a single ethnic group's experience. Ethnic "minority" studies refers to the study of a group having unique physical and/or cultural characteristics which enable members of other groups to easily identify its members, usually for the purpose of discrimination.

Multi-Ethnic Education

Multi-ethnic education refers to the study of more than one ethnic/racial group. It includes the effects of isolation or interaction of ethnic groups in the society. It is concerned with modifying the total educational environment so that equal opportunity and a positive cultural experience becomes the heritage of all groups.

Multicultural Education

Multicultural education is an all inclusive term studying many groups in the society, with the focus on those groups which have been and/or are victims of discrimination, identy conflicts, and/or alienation, e..g., Hispanics, women, Amish, Appalacian whites, Blacks, etc..

The term cultural pluralism is a term more inclusive than multi-cultural education, including social policy and institutional response to diversity. The terms cultural puralism and multi-cultural education will be used interchangably in the text.

In the preceding materials, we have liberally gathered materials, exercises, original ideas, and adaptations of exercises from many sources. These materials reflect a cross-fertilization of ideas and efforts of many people working along similar lines of interest. Gratitude is expressed for many persons' contributions.